



POSITION DESCRIPTION – Occupational Therapist (Grade 2)

Part 1 – Expectations for Your Role

Position	Occupational Therapist
Service / Program	NDIS Children’s Therapy Support Services
Industrial Instrument	The EACH Health Professionals Enterprise Agreement
Instrument Classification	Grade 2
Reports to	Team Leader – NDIS Children’s Therapy Support Services
Effective Date	June 2026

Key Deliverables

- Deliver therapy services to children with developmental delay and disability (0-12 years of age) and their families using evidence-based practice.
- Provide services under the National Disability Insurance Scheme (NDIS) and/or a fee-for-service model, meeting relevant productivity and billing targets. KPI targets are reviewed quarterly, and daily billing targets apply.
- Identify goals and provide therapeutic support and strategies to address goals.
- Deliver services at in clinic, at home, childcare, kindergarten and schools.
- Make appropriate referrals both internally and externally and undertake secondary consultations in the team.
- Provide high-quality support that builds the capability of the child, parents, educators and families to support children who are receiving NDIS funding in the Outer East.
- Collaboratively plan sessions with parents and provide service delivery in clinic, at schools or kindergartens. Act as a key contact, schedule and manage sessions for child.
- Provide support through coaching, modelling, mentoring, group training, case consultation support and other discipline specific services.
- Deliver a comprehensive occupational therapy service. This may include conducting assessments, providing assessment reports in line with NDIA requirements
- Facilitate group programs.
- Complete all organisational training and compliance requirements whilst maintaining a case load of clients.
- Maintain accurate file case notes according to the business rules and best practise guidelines.
- To participate in regular supervision as required by the organisation.
- To attend relevant service and network meetings, where possible with workload.
- Initiation of and participation in quality improvement activities and risk register.
- Clinical supervision of Grade 1 occupational therapists and/or occupational therapy students.

Skills

- A proven track performance of being able to bill under a fee for service model would be well regarded
- Strong and timely administration skills and



- **Interpersonal Skills:** Strong skills in understanding client needs.
- **Engagement:** Effective in engaging clients and stakeholders to achieve recovery goals.
- **Problem-Solving:** Seeks diverse information and adapts approaches to problem-solving.
- **Self-Improvement:** Open to feedback and self-care for personal growth.
- **Compassion:** Promotes hope, optimism, and compassion.
- **Client-Focused Approach:** Non-judgmental, client-focused approach.
- **Teamwork:** Collaborative and flexible team player.
- **Cultural Competence:** Engages authentically with diverse backgrounds.
- **Lived Experience:** Values lived experience in substance use.
- **Knowledge Development:** Growing knowledge of AOD models and frameworks.
- **Commitment:** Dedicated to human rights, trauma-informed care, and harm minimization.
- **Awareness:** Understands family violence and child safety issues, open to related training.
- **Technical Skills:** Competent in Microsoft Office Suite.
- **Organisational Skills:** Strong administrative and organizational abilities.

Experience and Knowledge

- Demonstrated ability to interact appropriately with clients and their families. Experience working with clients to provide Early Learning.
- 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.
- Demonstrated up to date knowledge of current Occupational Therapy 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 Occupational Therapy
- An understanding of the key worker model and family centred practice.
- **Sector Knowledge:** Appreciation and understanding of the not-for-profit or health sector, with awareness of industry-specific needs and compliance requirements.

Qualification/Registrations/Licences

- Tertiary qualification in Occupational Therapy (bachelor's degree minimum)
- Current registration with the Australian Health Practitioner 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

- **Office Environment:** Ability to sit for extended periods and use office equipment.
- **Data Entry:** Capability to type and handle administrative tasks.
- **Office Mobility:** Ability to move around the office and attend meetings.
- **Light Lifting:** Ability to lift and carry up to 5 kg (e.g., laptops or office supplies).
- **Visual & Auditory:** Ability to read documents and communicate effectively in person and via phone/video.



- **Travel:** Ability to travel locally to Each locations.

Why we include physical requirements in our Position Descriptions

We list the physical requirements of a role to ensure transparency and to support equitable access to employment. This information helps candidates understand the nature of the role and identify any workplace adjustments or supports they may need to thrive in it. Our aim is to create an inclusive environment where everyone can perform their role safely and effectively, with the right accommodations in place.

If you have specific access needs or would benefit from adjustments to the recruitment process or the role itself, we warmly encourage you to let us know. We're committed to working with you to find solutions that support your success.



POSITION DESCRIPTION - Employee

Part 2 – Expectations for Our Team

At Each, we are committed to improving lives and strengthening communities through a range of health, disability, housing, counselling, and mental health services. With a dedicated team of over 1,500 employees and 250 volunteers, we aim to create a positive impact, empowering individuals to live healthier, happier lives.

Our vision is for everyone to live well, and we strive for a healthier, more equitable future through innovation, advocacy, and community engagement.

We care. We listen. We learn. We deliver. Altogether better care.

Expectation of Employees

Employees are expected to work collaboratively with team members and other Directorates, contributing to both individual and community outcomes. They must model Each’s values, ensuring an inclusive, safe, and engaging culture.

Employee Responsibilities

- Ensure quality, safety, and risk management to protect staff, customers, and the community.
- Collaborate with team members and stakeholders to achieve positive outcomes.
- Create a safe, respectful environment that fosters growth, learning, and wellbeing.
- Track progress and outcomes to meet Each’s goals and performance targets.
- Work within professional boundaries and program guidelines.
- Demonstrate leadership behaviours and serve as an ambassador of Each.

Quality

Employees must engage in continuous improvement, comply with legislation and accreditation standards, and maintain the necessary skills and knowledge for their role.

Safety & Wellbeing

All Each employees are responsible for their own health and safety, as well as that of others, in line with OH&S legislation and Each’s policies.

Child Safe Commitment

Each is dedicated to creating a child-safe environment, with zero tolerance for child abuse. Everyone is responsible for protecting and reporting any suspected child abuse, ensuring the safety and well-being of children involved with Each.

Our Commitment to Inclusion at Each

At Each, inclusion is at the heart of how we work, connect and care. We are committed to creating a workplace and services that are safe, welcoming and responsive, where every person feels respected, valued and able to be themselves.

We celebrate and actively support diversity in all its forms, including Aboriginal and Torres Strait Islander peoples, LGBTIQ+ communities, people with disability, people from diverse cultural and faith backgrounds, people of all ages, and those with lived and living experience of our services.



All employees, volunteers and contractors at Each are expected to:

- Treat others with respect, curiosity and care
- Contribute to a workplace free from discrimination, bullying and harassment
- Engage in culturally safe and responsive ways
- Speak up and take action when behaviours do not align with our values
- Participate in learning to strengthen inclusion, equity and belonging

Key Selection Criteria

Skills & Behaviours

- Adhere to Each's Behavioural and Performance Standards.
- Strong communication and interpersonal skills for building relationships.
- Collaborative team player with a positive attitude.

Desirable Experience, Knowledge, and Qualifications

- Relevant tertiary qualifications.
- Proven collaborative teamwork skills.
- Understanding of the Not-For-Profit and Health sectors.

Mandatory Compliance

- Completion of a 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
- National Worker Screening Check (if required for the role).
- Entitlement to work in Australia
- Consent to Each sharing relevant personal information with the Victorian Department of Education under Early Childhood Workforce Register obligations (If required for the role).

Expected Behaviours for all Each Staff

- Act in accordance with Each's Code of Conduct, policies, and service principles.
- Respond to family violence risk in line with the MARAM Framework.
- Promote a safety-first culture and adhere to health and safety policies.
- Ensure Each Great Care is put through its PACES (Person-Centered, Accessible, Connected, Effective and Safe).
- Support a zero-tolerance stance on abuse, neglect, and discrimination.
- Foster an inclusive, collaborative work environment, prioritizing customer needs.
- Contribute to teamwork, innovation, and continuous improvement.
- Engage in continuous learning and complete all mandatory training on time.