

**POSITION DESCRIPTION – Occupational Therapy Clinical Lead (Grade 3)****Part 1 – Expectations for Your Role**

Position	Occupational Therapy Clinical Lead
Service / Program	NDIS Children's Therapy Support Services
Industrial Instrument	The EACH Health Professionals Enterprise Agreement
Instrument Classification	AHP1 Grade 3
Reports to	Team Leader – NDIS Children's Therapy Support Services
Effective Date	June 2026

Key Deliverables

Deliver direct clinical service delivery

- Deliver evidence-based occupational therapy services to children aged 0–12 years with developmental delay and disability, and their families.
- Provide services under the National Disability Insurance Scheme (NDIS) and/or fee-for-service arrangements, meeting established productivity, billing and key performance targets.
- Identify client goals and provide therapeutic interventions, supports and strategies to achieve meaningful outcomes.
- Deliver services across a range of settings including clinic, home, childcare, kindergarten and school environments.
- Undertake assessments, develop intervention plans and prepare high-quality reports that meet NDIA and organisational requirements.
- Facilitate individual and group-based therapy programs.
- Collaborate with families, educators and other stakeholders to plan, coordinate and deliver services that build the capability of children and their support networks.
- Act as a lead practitioner within a key worker model, for allocated clients, managing service delivery, scheduling and communication with stakeholders.
- Provide discipline-specific support through coaching, modelling, mentoring, case consultation, training and capacity-building approaches.
- Make appropriate referrals and participate in multidisciplinary consultation activities internally and externally.
- Maintain accurate and timely clinical documentation, case notes and records in accordance with organisational requirements and professional standards.
- Complete mandatory training, compliance activities and professional responsibilities while effectively managing a clinical caseload.



Provide effective clinical leadership, governance and service coordination

- Provide effective clinical supervision to Grade 2 and below Occupational Therapists and Occupational Therapy students
- Provide clinical governance to support the coordination and operation of an evidenced-based Occupational Therapy Service.
- Supporting clinicians to adhere to evidence based, best practice therapy approaches. This may include:
 - Secondary consultations
 - Guided practice
 - Modelling
 - Clinical debriefings and reflection
 - Coaching and capacity building
- Providing profession-wide development opportunities as negotiated with the Team Leader.
- Supporting clinicians to achieve service delivery expectations. Including but not limited to:
 - Supporting Team Leader to promote a minimum of 5.5 billable hours of service for clinicians across a 7.6 hour day
 - Supporting implementation of the correct usage of document templates (i.e. initial assessment and case note templates)
- Review and development of clinical forms and templates, in conjunction with Team Leader, where a need is identified.
- Build a shared understanding of quality practice across the entire team, to lift consistency of practice across clinicians.
- Guiding clinicians in family engagement, coaching, outcome-focused planning and teamwork.
- Assist with management of new client enquiries, waitlists and allocation of clients across the team.
- Participate in file audits, risk management, accreditation activities and compliance requirements as required.
- Managing and escalating complaints when required.
- Attend and actively contribute to relevant service, organisational and external network meetings, including Clinic Lead meetings and Team Meetings.
- Plan and run discipline/team meeting agenda
- Participate in regular supervision with the NCTS Team Leader.

Skills

- **Interpersonal Skills:** Strong skills in understanding staff and client needs.
- **Engagement:** Effective in engaging staff, 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 experience providing clinical supervision, mentoring and support to Occupational Therapists and students, with a strong understanding of evidence-based practice.



- Demonstrated experience coordinating and developing clinical systems within a health, disability or community service setting, including workload management, clinical governance and responding to clinical risk.
- Proven ability to develop, implement and maintain operational processes that support efficient and effective service delivery.
- Demonstrated ability to build positive and professional relationships with children, families, carers and other stakeholders.
- Experience supporting children with developmental delay and disability, including delivering early childhood and family-centred approaches.
- Demonstrated knowledge of contemporary Occupational Therapy assessment and intervention approaches for children with developmental delay and disability.
- Sound knowledge of child development and its application to occupational therapy practice.
- Experience working with vulnerable children, families and culturally diverse communities.
- Demonstrated understanding of the challenges experienced by families of children with developmental delay and disability, and the impact of these factors on service delivery and occupational therapy practice.
- Demonstrated understanding and application of family-centred practice and the Key Worker model.
- Strong administrative skills, including documentation, record management and reporting.
- Highly developed written and verbal communication skills, with the ability to communicate effectively with a diverse range of stakeholders.
- Demonstrated ability to utilise negotiation, conflict resolution and problem-solving skills in complex service delivery situations.
- Strong organisational and time management skills, with the ability to work autonomously, prioritise competing demands and meet deadlines.
- Demonstrated proficiency in Microsoft Office applications, including Word, Excel, Outlook and relevant database systems.
- **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.