Therapist (Graduate), Aspect Therapy
POSITION PROFILE

PART A: POSITION DESCRIPTION

Position Title: Occupational Therapist / Speech Pathologist / Psychologist / Special Educator / Social Worker	**Location: Aspect Therapy (National Team)**
Group: NDIS Services and Strategic Partnering, Aspect Therapy	**Reports to: Operational Leader / Practice Leader**
Industrial Award Coverage: Health Professionals and Support Services Award	**Classification Level: Level 1 to Level 2**

Organisation Purpose

A different brilliant ® - Understanding, engaging and celebrating the strengths, interests and aspirations of people on the autism spectrum.

Vision	Mission	Values
The best opportunities for people on the autism spectrum	We work with people of all ages on the autism spectrum, delivering evidence-informed solutions that are person-centred, family-focused & customer-driven	We are passionate about people, about being positive and about what's possible

Team Purpose

Aspect Therapy provides a broad range of therapy services from locations across Australia provided by such professionals as speech pathologists, social workers, occupational therapists, psychologists and educators. Services are structured to provide a range of activities and programs to inform, empower and resource participants and their families. All programs have a strong focus on community participation with the aim of developing individually tailored programs that enable clients to reach their potential.

Position Purpose

To work within a team of therapists, to develop, deliver and evaluate evidence informed, individualised services across a range of settings with individuals on the Autism Spectrum across the age-span and their families and caregivers and wider community support networks.

Location

This position is an itinerant role and as such travel is required to support service users. Therapists travel within the region they work however some travel outside of regions is required. Working from your home and in the community is a requirement for the role.

Outcomes

Key Result/Responsibility Area:	Requirements & Expectations	Success Indicators
Person-Centred Practice	• Working in partnership with individuals and their families and/or significant others by involving them in the planning, goal setting, delivery and evaluation of program/service. • Programs are person centred and designed for the individual and family's priorities and needs, family beliefs and values and are responsive to their cultural preferences. • Deliver programs that are strengths based; building on pre-existing strengths which strengthen the overall functioning of the individual and their family unit. • Support and education for individuals and their family and Aspect Schools in the area of Autism and relevant services and community support networks. • Deliver programs that are embedded into the individual and family's everyday routines. • Responsive to family satisfaction and adapt service as required.	• Individual and family strengths, needs and priorities are identified and documented • Individual and family expectations and needs are met • Can clearly define Autism and how it presents in the individual • Relevant local community services are identified
Programs/Services (PCP)	• Comprehensive, individualised assessment and reporting of the individual's strengths and needs across their development, including communication skills, social skills, play/academic/employment skills, activities of daily living, emotional regulation, sensory needs, pre-academic skills and behaviour. • As an internal client work with Aspect School Learning Support Team to provide a range of evidence informed interventions to students and families including emotional, social, behavioural, environmental and cognitive strategies across natural learning contexts within all aspects of the IEP process. • Understand and work within Aspect School's Comprehensive Approach for Education which focuses on the education of students with Autism, by combining the core competencies that characterise Autism Spectrum Disorder - social, communication, sensory, learning and behaviour in conjunction with the Board of Studies NSW curriculum Key	• Appropriate functional assessment methods are applied and options are articulated • Family Service Plans (FSPs) - or utilisation of an existing NDIS plan – are developed and maintained, containing: a) Relevant and well written information b) Functional goals c) Relevant strategies • Flexible, adaptive and reflective practise is demonstrated in Support and Supervision sessions • NDIS requirements met • Regular feedback is provided on goals to service users, keeping

	Learning Areas (KLAs). • Develop, deliver and evaluate a Family Service Plan (FSP), with the individual and family and relevant others, that reflects the individual's interests, strengths and needs and the family's priorities. Plans include up to 3 functional long term goals that have been developed in collaboration with the individual/family. Each goal is broken down into short term objectives with strategies for each goal included. • All programs are underpinned by Positive Behaviour Support practices, including Autism specific strategies and supports • Programs support transitions at major milestones to a variety of settings • All programs are delivered in naturalistic settings, including: home-based, centre-based, Early Childhood Education and Care settings, external Schools, Aspect Schools, community • Understand the NDIS service delivery requirements and deliver Individual choice centred service in compliance with NDIS requirements.	families and individuals informed in regards to progress and successful strategies • Aspect PBS documents are used to assess and document behaviour.
Building Capacity	• Assist families, Aspect Schools and/or significant others to understand the individual's strengths and needs • Empower individuals, families and/or significant others to implement strategies that promote growth and development • Assist Aspect school staff and other professionals to understand the individual's strengths and needs and to implement strategies that promote individual's development • Deliver workshops and training to other professionals under Aspect Practice • Developing staff resilience by offering support / debriefing following complex cases or incidents that have arisen.	• Information, support materials and services provided to enhance family's overall capacity as well as the growth and development of the individual • The use of individual's and/or family's own resources is demonstrated to build capacity
Collaboration	• Work within a collaborative team model of Speech and Language Pathologists, Occupational Therapists, Psychologists, Social Workers and Special Education Teachers. • Work alongside individuals to develop, deliver and evaluate individual development programs. • Work alongside other internal and external professionals to develop, deliver and evaluate individual programs and ensure consistency across environments.	• Professional expertise outside own discipline is actively sought and incorporated into work practises • Timely, approachable, positive and respectful communication and relationships with key stakeholders demonstrated • Participates and contributes to team activities
Customer Service and	• Be an advocate for key families and Aspect Therapy when	• Aspect Therapy Business Plan

Relationship Management	providing a service or liaising with families. • Provide exceptional internal customer service • Work with families, Aspect Schools and external bodies to understand families communication preferences and needs • Improve families' levels of trust and support families by using proactive strategies to facilitate relationship building between Aspect Therapy and families. • Work with service and the Aspect Therapy team to establish an environment in which families feel safe, welcomed and free to voice their opinions. • Build positive relationships with all families, other service providers, and other people/businesses in the community as appropriate	actions are achieved • Family involvement and engagement is increased • Families are communicated with frequently, verbally and in writing, as required • Families have the communication and information required to meet the Individual's needs, choices • Positive relationships are created and maintained with all families and the valued status of Individuals is evident in all communications • Feedback from internal and external customers is positive • Referrals by external agencies continue to build
Professional Development	• Participate in Aspect training. • Participate in Discipline Specific, Cluster Peer Support Meetings and Regional Meetings. • Participate in Support and Supervision sessions • Seek professional development outside Aspect as required. • Participate in approved research projects as appropriate. • Keep up to date with evidenced informed best practice in terms of Autism Spectrum specific intervention. • Participate in professional development to ensure professional registration is maintained as applicable.	• Takes responsibility for maintaining own professional registration • Actively participates and shares experiences and professional knowledge • Actively seeks out and participates in Support & Supervision and establishes PWP goals • Promotes professional development in the staff team
Documentation, Policies and Procedures	• Maintain client file, notes and records in a manner consistent with Aspect Policy, legislative requirements and appropriate code of ethics. • Adhere to the professional code of conduct as outlined in Aspect policies. • Adhere to appropriate lines of reporting (i.e. Operational Leader and Practice Leader, thence Regional Manager).	• Service user files are maintained to meet audit and notes guidelines
Safeguarding the people we support	Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support. Staff are expected to: • Follow safeguarding guidelines as outlined in Aspects	• Demonstrated evidence that issues / concerns are escalated / reported to supervisor/manager • Completion of Safeguarding and

	Safeguarding the People We Support policy and Code of Conduct. • Demonstrate a duty of care to students/participants • Treat students/participants with dignity and respect • Complete mandatory Safeguarding and Child Protection training and implement into day to day operations and practice • Be vigilant and maintain a heightened sensitivity to recognising signs of abuse, neglect or exploitation and escalate/report those signs/concerns • Escalate/report other staff practices which deviate from policy/procedure • Adhere to students/participants' individual plans recognising their personal needs, choices and control	Child Protection on-line training modules • Personal commitment and day to day demonstration of competency in safeguarding
Work, Health & Safety	It is a requirement for all staff to: • Take reasonable care for their own health and safety • Comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with legislative requirements • Report unsafe conditions or practices, and make suggestions to their manager on improving work, health & safety at Aspect. • Participate in the staff consultation process about work health & safety matters • Understand and adhere to Aspect's Code of Conduct	• Work, Health & Safety matters are included as part of regular meetings • Identified hazards, issues or risks are evaluated and appropriate management controls are adhered to

PART B: POSITION CRITERIA

Position Criteria	**Capabilities**	**Collaboration**	Working effectively with others in the organisation to accomplish goals and to obtain information
		Sensitivity	Taking actions that indicate a consideration for the feelings and needs of others; being aware of the impact of one's own behaviour on others
		Planning and organising	Establishing a course of action for self and/or others to accomplish a specific goal; planning appropriate allocation of resources
		Motivational fit	Sharing the organisation's mission, vision and values, mode of operation and working within the Strategic Plan and unit Action Plan

		Technical/Professional knowledge	Having achieved a satisfactory level of technical and professional skills/knowledge in job-related areas; keeping abreast of current developments and trends in areas of expertise
		Tolerance for stress	Maintaining stable performance under pressure and/or opposition (such as time pressure or job ambiguity), resilient attitude, adaptability to change
	Knowledge & Experience	• Experience delivering intervention programs to individuals on the autism spectrum or similar disability • Experience with person-centred practice • Ability to travel for work as an itinerant staff member • Strong communication and organisational skills • Knowledge of and experience working with service providers within government and the community and not for profit sectors • Understanding of and commitment to the values underpinning the Disability Services Act (1993), Disability Discrimination Act (1992) and Disability Standards for Education (2005).	
	Qualifications/Job Requirements	• Relevant tertiary qualifications (OT, SLP, PSYCH, Special Educator, Social Work) • Eligible for membership of appropriate professional organisation • Registered with APRHA (if relevant) • NDIS Worker Screening Check clearance • International Police Check (IPC) if relevant • Working with Children Check or equivalent state clearance to work with children • Completion of NDIS Worker Orientation Module • Responding to Abuse and Neglect (RAN) certificate (SA staff only) • Current CPR certificate • Current anaphylaxis certificate • Current child protection certificate • Valid driver's licence, use of own vehicle for business purposes (reimbursed per km) and willingness to travel across your local community	

Functional capacity requirements	In providing services to the people Aspect supports, the nature of the work in Aspect Therapy inherently involves some exposure to behaviours of concern from our participants. Behaviours of concern are defined in the NDIS Code of Conduct as, "behaviours that pose a risk of harm to the person or others." Behaviours of concern are understood generally to be unintentional, and are typically outlined in a participant's behaviour support plan, along with the interventions expected based on a positive behaviour support approach. Aspect provides comprehensive safety intervention training to all staff who work directly with participants.	***Note:*** *Frequency refers to an approximate percentage of time in a typical shift or period on duty:* *Rarely: Up to 7%* *Occasionally: 8% to 33%* *Often: 34% to 66%* *Continuously: More than 66%*
	Requirement	**Frequency**
	Resilience to behaviours of concern	Often
	Pushing, pulling and lifting <15kg, carrying	Occasionally
	Postural positioning - crouching, kneeling, stooping	Occasionally
	Siting, standing, walking	Often
	Fine motor skills - keyboarding and writing	Often

PART C: APPROVED BY

Position Approved by: Rachel Kerslake, National Manager, Aspect Therapy