

## Position Description

Position	Teacher / Early Intervention Professional
Work Area	Allied Health
Location	State-Wide
Responsible To	General Manager – Allied Health
Award / Salary	St Giles Allied Health Enterprise Agreement 2014
Classification Level	Negotiable Based on Skills and Experience

### Position Summary

Working as part of a multidisciplinary team, the Teacher / Early Intervention Professional will deliver interventions to children with disabilities or developmental delays as part of multidisciplinary and transdisciplinary teams through the North and South of Tasmania. The Teacher / Early Intervention Professional will also provide discipline specific expertise to the team and service including oversight and development of groups within their scope of practice.

### Position Objectives

To provide participants with access to high quality supports that address individual needs and enhance independence, abilities, community participation and/or quality of life. The employee is expected to operate within:

- The Organisation's Vision Statement and Values.
- The Organisation's Code of Conduct.
- The relevant Workplace Health and Safety legislation and associated regulations, including the Organisation's Health & Safety Policy & Procedure. This includes taking responsibility for your own health and safety and that of others in the workplace.
- Efficient follow through of any tasks until completion or as otherwise agreed with by the General Manager - Operations or delegated staff.
- Consideration, understanding and respect for all colleagues, participants, and their families.
- An understanding of the need for consultation, where relevant, and in collaboration with colleagues, managers, external partners, and other staff.
- An appreciation of the necessity to use initiative and find positive solutions in response to identified needs.

### Primary Tasks

- Undertake general and discipline specific assessments of children including formal and informal assessments.
- Develop goals and strategies with families, caregivers and other team members and work with these stakeholders to ensure the consistent implementation of the intervention program across environments.
- Contribute to multidisciplinary assessment reports, develop individual plans, and maintain comprehensive written records.
- Facilitate groups for children requiring therapeutic intervention within scope.
- Design, implement and evaluate group and individual intervention programs which are responsive to individual needs.
- Work with a multidisciplinary team including mainstream educators and teachers to embed intervention strategies within mainstream childcare and school settings.
- Conduct visits to schools, homes, childcare centres, and related venues as required/appropriate.
- Build the capacity of families, team members and service providers to support the needs of children (including providing consultancy, coaching and education to families, carers, and other professionals).

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- Communicate and collaborate effectively with education and care services, school staff, allied health, medical and related professionals on an ongoing basis, to maximise optimal family and client outcomes.
- Support the transition to other educational and therapeutic settings.
- Provide discipline specific consultations or intervention as required.
- Select and utilise appropriate evidence-based practices and service delivery methods and review regularly.  
Maintain comprehensive and reliable reporting procedures.
- Contribute to data collection for research projects including assessments of children and families and on aspects of the service and service interfaces and utilise appropriate and approved findings.
- Promote role, development, and provision of quality learning intervention within appropriate organisations, services, and communities.
- Participate in the development, implementation, and evaluation of continuous quality improvement in the service area.
- Participate in planning and evaluation of service delivery.
- Participate in and contribute to professional development and meetings as appropriate.
- Maintain current knowledge through appropriate professional development activities and demonstrate a commitment to evidence-based practice.

### Level of Responsibility

This position is directly responsible to your immediate supervisor for all aspects of service delivery and operational oversight while at work. The performance of this position is subject to general guidance by the General Manager – Allied Health.

The employee is required to undertake a range of activities requiring the application of established work procedures and may exercise limited initiative and/or judgment within clearly established procedures and/or guidelines.

Further to this, the position of Teacher / Early Intervention Professional is responsible for:

- the delivery of transdisciplinary and multidisciplinary early and learning intervention services to children and families.
- delivering learning intervention that is consistent with the Education and Care National Law, Regulations, the National Quality Standards and the National Disability Insurance Scheme Quality and Safeguards Framework.
- provision of discipline specific expertise to the multidisciplinary team consistent with the Operational Guidelines of the service.
- maintaining standards of clinical practice in service specialty.

### Direction/ Supervision Received

An employee at this level works under general direction, operates within established routines, methods, standards, and procedures although there is greater scope to contribute to the development of work methods and the setting of outcomes and is expected to exercise initiative in the application of established work procedures and is responsible for managing time, planning, and organising their own work.

Further to this, the position of Teacher / Early Intervention Professional receives broad professional and clinical support from discipline leaders/senior therapists.

### Performance Review

A Performance Review will be conducted using the Organisation's Performance Management Process.

### Qualifications/ Requirements

#### Essential

- Registration with a Professional Body (i.e., Teacher Registration Board of Tasmania).
- Understanding of contemporary evidence-based methodologies in the provision of early intervention services to children with other disabilities.

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- Understanding of family partnership principles.
- Understanding of child development and strategies to support this.
- Proven ability in time management and workload prioritising and monitoring in an environment subject to work pressures and change.
- Current unrestricted driver's licence.
- Provision of a satisfactory Working with Vulnerable People Check – Child Related Activity and NDIS Worker Screening Check.
- Provision of a satisfactory National Police Check (issued within 3 months of the letter of offer).
- Provision of a satisfactory Employment Medical Report.

### Desirable

- Knowledge and understanding of the application of family centred practice to families of children with disability and ability to act as a key worker for families.
- Experience providing consultative support and coaching within schools and/or education and care services.
- Experience providing consultative support and coaching within education and care services.

### Selection Criteria

- Demonstrated understanding of the current trends and practices relating to service delivery to people with disabilities, including the understanding of contemporary evidence-based methodologies in the provision of early intervention services to children with disabilities.
- Demonstrated capacity to contribute to, design, and implement group and individual intervention programs which are responsive to individual needs.
- Demonstrated ability to plan, organise and develop own workload with minimal support.
- Highly effective written and oral communication skills, with a high degree of sensitivity and ability to support families with complex needs.
- Proven ability in time management and workload prioritising and monitoring in an environment subject to work pressures and change.
- Commitment to participate in own professional development and training.
- Willingness to undertake intrastate travel to deliver services in other locations, and some outside normal hours work, as need arises.

### Authority

This Position Description has been written with the approval and authority of the Chief Executive Officer and the Executive Leadership Team and outlines the expectations and primary functions of the above-named position.

### The Employee

I acknowledge that my duties and responsibilities are as outlined in this position description.  
I further acknowledge that my duties may be varied from time to time.

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_