



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	Reports to: Operational Leader / Practice Leader

Organisation Purpose

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 and/or other developmental disabilities 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	<ul style="list-style-type: none"> 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 individual 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. 	<ul style="list-style-type: none"> Identify and document individual and family strengths, needs and priorities Individual and family expectations/needs are met Can clearly define Autism and how it presents in the individual Can Identify local community services
Programs/Services (PCP)	<ul style="list-style-type: none"> 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 Learning Areas (KLAs). Develop, deliver and evaluate a Family Service Plan (FSP), 	<ul style="list-style-type: none"> Applies appropriate functional assessment methods and articulates options Develop and maintain a Family Service Plan (FSP) (or utilises an existing NDIS plan) which contains: <ol style="list-style-type: none"> Relevant and well written information Functional goals Relevant strategies Demonstrates flexible, adaptive and reflective practise to a service coordinator in support and supervisions sessions Meet NDIS requirements Provides regular feedback on goals to service users, keeping families and individuals informed in regards to progress and successful

	<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>strategies</p> <ul style="list-style-type: none"> • Uses Aspect PBS documents assess and document behaviour.
Building Capacity	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Provide information, support materials and services to enhance family's overall capacity as well as the growth and development of the individual • Demonstrates the use of individual's and/or family's own resources to build capacity
Collaboration	<ul style="list-style-type: none"> • Work within a collaborative team model of Speech and Language Pathologists, Occupational Therapists, Psychologists, Social Workers and Early Childhood 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. 	<ul style="list-style-type: none"> • Actively seeks out professional expertise outside own discipline and incorporates into work practises • Demonstrates timely, approachable, positive and respectful communication and relationships with key stakeholders • Participates and contributes to team activities
Customer Service and Relationship Management	<ul style="list-style-type: none"> • Be an advocate for key families and Aspect Therapy when providing a service or liaising with families. • Provide exceptional internal customer service 	<ul style="list-style-type: none"> • Aspect Therapy Business Plan actions are achieved • Family involvement and

	<ul style="list-style-type: none"> • 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 	<p>engagement is increased</p> <ul style="list-style-type: none"> • 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 • Positive feedback from internal and external customers • Continue to build referrals by external agencies
Professional Development	<ul style="list-style-type: none"> • Participate in Aspect training. • Participate in Discipline Specific, Cluster Peer Support Meetings & Regional Meetings. • Participate in Support and Supervision with your Service Coordinator. • 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 your professional registration is maintained as applicable. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Service user files are maintained to meet audit and notes guidelines
Safeguarding the people we support	<p>Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support. Staff are expected to:</p> <ul style="list-style-type: none"> • Demonstrate a duty of care to students/participants • Treat students/participants with dignity and respect 	<ul style="list-style-type: none"> • Demonstrated evidence that issues / concerns are escalated / reported to supervisor/manager • Completion of Safeguarding and Child Protection on-line training

	<ul style="list-style-type: none"> • 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 	<p>modules</p> <ul style="list-style-type: none"> • Personal commitment and day to day demonstration of competency in safeguarding
Work, Health, Safety & Welfare Requirements	<ul style="list-style-type: none"> • 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 Service Coordinator on improving work, health & safety at Aspect. • Exercise duty of care in the health, safety and welfare of clients and ensure they are treated with dignity and respect • Participate in the staff consultation process about work health & safety matters • Understand and adhere to Aspect's Code of Conduct 	<ul style="list-style-type: none"> • Demonstrated personal responsibility and commitment to safe working practices • All hazards, incidents and injuries are reported to management as per Aspect's risk management procedures • Health safety and welfare of self and others is ensured as far as reasonable • Actively participate in safety consultation as required

PART B: POSITION CRITERIA

Position Criteria	Capabilities	Collaboration	<i>Working effectively with others in the organisation to accomplish goals and to obtain information</i>
		Sensitivity	<i>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</i>
		Planning and organising	<i>Establishing a course of action for self and/or others to accomplish a specific goal; planning appropriate allocation of resources</i>
		Motivational fit	<i>Sharing the organisation's mission, vision and values, mode of operation and working within the Strategic Plan and unit Action Plan</i>
		Technical/Professional	<i>Having achieved a satisfactory level of technical and</i>

		knowledge	<i>professional skills/knowledge in job-related areas; keeping abreast of current developments and trends in areas of expertise</i>
		Tolerance for stress	<i>Maintaining stable performance under pressure and/or opposition (such as time pressure or job ambiguity); resilient attitude, adaptability to change</i>
	Knowledge & Experience	<ul style="list-style-type: none"> • Experience delivering intervention programs to individuals who have Autism 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	<ul style="list-style-type: none"> • Relevant tertiary qualifications (OT, SLP, PSYCH, Special Educator, Social Work) • Eligible for membership of appropriate professional organisation • Working with Children Check or equivalent state clearance to work with children • Disability Worker Exclusion Scheme check (Victoria), appropriately cleared • Current CPR certificate • Current anaphylaxis certificate • Current child protection certificate • Current driver's licence (with relevant state) • Registered with APRHA (if relevant) • Eligible for registration with relevant professional body 	

PART C: APPROVED BY

Position Approved by: Rachel Kerslake (Date) _____

PART D: ACKNOWLEDGEMENT OF INCUMBENT

I have read and understood the requirements of the position

Name: _____ (Date) _____