

# POSITION DESCRIPTION

Early Childhood Specialist

*Supporting Everyone to be healthy and live well*

## PURPOSE OF THE ROLE

The Early Childhood Specialist will work as part of the interdisciplinary team to provide a range of services to children and their families involved in the NDIS Early Childhood Supports service. The Early Childhood Specialist plays a pivotal role in supporting children with developmental delays or disabilities, and their families to achieve their goals. The Early Childhood Specialist will work in collaboration with other team members to provide support that uses a strength based, family centered approach with a focus on knowledge sharing and capacity building of the support systems around the child.

| Position Details                    |  |
|-------------------------------------|--|
| Position Title:                     | Early Childhood Specialist   |
| Department                          | Community/NDIS   |
| Reports to:                         | Manager of NDIS Services or Relevant Allied Health Manager   |
| Positions Reporting to this role:   | Nil  |
| FTE:                                | Up to full time  |
| Budget:                             | NA   |
| Enterprise Agreement:               | Allied Health Professionals Enterprise Agreement 2021-2026<br>Medical Scientist, Pharmacists and Psychologists Enterprise Agreement, 2021-2025 |
| Position Classification:            | Grade 2 AHP  |
| Position Description last reviewed: | October 2024   |

| Selection Criteria   |
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| <b>Essential:</b>  |
| Qualifications:<br>A tertiary qualification in a relevant field as recognised the NDIS such as: <ul style="list-style-type: none"><li>Allied Health such as Occupational Therapy, Speech Pathology, Physiotherapy, Dietetics, Social Work or Psychology</li><li>Bachelor in Early Childhood Studies, Bachelor of Teaching (Primary) or other Bachelor qualification as recognised by the Association of Child Life Therapists Australia.</li></ul> |
| <ul style="list-style-type: none"><li>A practicing member of the relevant professional body</li></ul>  |
| <ul style="list-style-type: none"><li>Minimum of 4 years' experience, with at least 2 years of these working in paediatrics or working with children with developmental delay or disability</li></ul>  |
| <ul style="list-style-type: none"><li>Knowledge of evidence-based practices in paediatrics, disability and/or Early Childhood Intervention</li></ul>   |
| <ul style="list-style-type: none"><li>Demonstrated ability to provide family-centred care using a strengths-based approach that is culturally inclusive</li></ul>  |

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| <ul style="list-style-type: none"><li>Well-developed interpersonal skills with an appreciation of diversity</li></ul>  |
| <ul style="list-style-type: none"><li>Ability to write clinical reports relating to the outcomes and future goals of the child and their family</li></ul>                    |
| <ul style="list-style-type: none"><li>A current driver's license</li></ul>   |
| <ul style="list-style-type: none"><li>Demonstrated organisational and time-management skills and the ability to meet targets and KPIs</li></ul>                              |
| Satisfactory evidence of; National police check, Working with Children's, NDIS Worker Screening Check and Vaccination status in line with policy and procedure at this time. |
| <b>Desirable:</b>  |
| <ul style="list-style-type: none"><li>Previous experience as a Key Worker or transdisciplinary role in an Early Childhood Intervention Service</li></ul>                     |
| <ul style="list-style-type: none"><li>Previous experience working in NDIS or Early Childhood Intervention</li></ul>  |
| <ul style="list-style-type: none"><li>Previous experience working with Allied Health professionals as part of a multi-disciplinary or inter-disciplinary team</li></ul>      |

### Key Accountabilities

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|---|
| Work in collaboration with the ERH NDIS team to provide high quality, evidence-based care to children aged 0-18 accessing NDIS services with a particular focus on children aged 0-9. |
| Conduct comprehensive assessments to identify areas of concern or developmental delay.  |
| Work with the child and family to identify goals and develop a support plan that is individualized to the family's needs, strengths and learning styles.                              |
| Provide evidence-based intervention with a focus on knowledge sharing and capacity building of the support systems around the child.  |
| Facilitate a team around the child that promotes participation in family, community and cultural activities.  |
| Work in collaboration with the interdisciplinary team to plan and provide group therapy sessions.   |
| Ensure that supports are clearly documented, coordinated and communicated to families and internal and external stakeholders.   |
| Stay updated on the latest research and best practices in early childhood supports and early childhood intervention.  |
| Participate in team meetings and case conferences to ensure a holistic approach to care.  |
| Promote a culture of continuous quality improvement within the service by participating in quality improvement activities.  |
| Complete assessments, primary consults and therapy interventions in line with discipline specific skill set.  |





### Organisational Responsibilities

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| Positively promote ERH within and externally to the organisation   |
| Comply with the ERH and Victorian Public Sector Code (VPS) of Conduct  |
| Each employee has a responsibility to comply and promote practices with all ERH policies and procedures and familiarise themselves with those relevant to their position |
| Comply with relevant registration bodies mandatory continuing professional development requirements  |
| Carry out all work and interactions in alignment with the CARE values  |
| Report all incidents and near misses as soon as possible after the event   |
| Participate in risk management activities and assist with identification and control of risks within their department or area of work                                    |
| Actively support compliance with the National Safety & Quality Health Service Standards and other professional standards and relevant regulatory requirements            |

### CARE Values

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|--|--|
| All staff are expected to behave in a way that is in alignment with our corporate values:                    |  |
| <b>Collaboration</b><br>    | Works with a team focus<br>Cooperates with others and gains input and support to assist in achieving objectives<br>We work with others to achieve shared goals |
| <b>Accountability</b><br> | Monitors the impact of one's own behaviour on others<br>Supports a "no-blame" culture in reporting incidents and helping to effectively resolve them           |
| <b>Respect</b><br>        | Treats people fairly and openly<br>Treats people with dignity<br>Demonstrates personal standards of consistency, tolerance and patience                        |
| <b>Excellence</b><br>     | Consistently supports and follows organisational policies and procedures<br>Actively participates in identifying opportunities to improve what we do           |

### Key Relationships

| Internal  | External   |
|---|--|
| Allied Health and other professionals working within the NDIS and Early Childhood Support services. | Children, families and carers                        |
| NDIS Manager and discipline specific manager  | Early Childhood Partners, Support Coordinators, NDIS |
| Community Services team members   | Daycare, preschool, school team members              |
| All other ERH staff   | Community groups and support services                |





### Leadership Capabilities

The table below indicates the leadership capability levels required. This table will need to be read in conjunction with the ERH Leadership Capability Framework.

✓ **PLEASE USE A TICK ICON TO INDICATE REQUIRED LEVEL**

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| Category   | Descriptors                         | Foundation | Proficient | Advanced | Highly Advanced |
|--|-------------------------------------|------------|------------|----------|-----------------|
| <b>Collaboration</b><br>  | Inspires direction & purpose        |            | ✓          |          |                 |
|  | Turns challenges into opportunities |            | ✓          |          |                 |
|  | Communicates effectively            |            | ✓          |          |                 |
|  | Builds relationships                |            | ✓          |          |                 |
|  | Works collaboratively               |            | ✓          |          |                 |
| <b>Accountability</b><br> | Acts with integrity                 |            | ✓          |          |                 |
|  | Demonstrates accountability         |            | ✓          |          |                 |
|  | Drives accountability               |            | ✓          |          |                 |
|  | Manages self                        |            | ✓          |          |                 |
|  | Promotes innovation                 |            | ✓          |          |                 |
| <b>Respect</b><br>       | Accessible communicator             |            | ✓          |          |                 |
|  | Values difference                   |            | ✓          |          |                 |
|  | Consistently articulates direction  |            | ✓          |          |                 |
|  | Empowers others                     |            | ✓          |          |                 |
|  | Respectfully influences             |            | ✓          |          |                 |
| <b>Excellence</b><br>   | Delivers results                    |            | ✓          |          |                 |
|  | Plans and prioritises               |            | ✓          |          |                 |
|  | Thinks and solves problems          |            | ✓          |          |                 |
|  | Consumer focus                      |            | ✓          |          |                 |
|  | Innovation change leader            |            | ✓          |          |                 |

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## TERMS & CONDITIONS OF EMPLOYMENT:

Terms and conditions are in accordance with the Letter of Offer and Contract of Employment.

I acknowledge that I have received a copy of this position description. I have read (or have had read to me) and understand the requirements of this position. I agree to work in accordance with this position description.

Signed: \_\_\_\_\_ Date:        /        /

Print Name: \_\_\_\_\_

cc: Employee File