

POSITION TITLE:	Occupational Therapist / Key Worker
FTE:	1.0 (38 hours per week)
CLASSIFICATION:	Allied Health Clinician, Grade 1.1
DIVISION:	NDIS Services
PROGRAM:	Early Intervention & Therapy Service (EITS)
LOCATION:	<p>Hybrid, in accordance with the Windermere Ways of Working with your primary location being Gippsland region (Warragul) including outreach to support consumers.</p> <p>Windermere reserves the right to request you to work at any Windermere location, including our main offices at Narre Warren and Pakenham.</p>
TENURE:	Ongoing role, first two years Graduate Program.
DATE:	January 2025

1. ABOUT WINDERMERE

Windermere is an independent, not for profit community service organisation working across Victoria including key regional locations, to help those who need it most. Established in 1992, our aim remains constant; to build stronger, connected and supported communities.

Working together with our community, we deliver many services through critical partnerships with government to meet our purpose.

We aim to get in early to help children, families and individuals find the best solutions for their varied and complex issues.

Our support comes in many forms with a focus on intervention, prevention and education to make a difference in the areas of:

1. **Family Wellbeing** by promoting positive behavioural changes, providing parenting supports and responding to violence and/or neglect to achieve safety and stability
2. **Disability Support** by providing assistance to identify the right supports and goals that matter most to enable people of all abilities to actively participate in their communities
3. **Development & Early Childhood Education** by delivering accredited quality early childhood and care services and specialist early intervention services to help children reach their full potential
4. **Victims Assistance** by providing timely and ongoing practical and emotional support for victims of trauma, assault and/or violent crime
5. **Community Strengthening** by mobilising support services to respond quickly to emergencies, disasters and emergent needs.

We believe that everyone is someone in our community and this is reflected in our approach with those we work with every day.

2. OUR PURPOSE, VISION AND VALUES

Our Purpose:

We get in early to make a difference in the lives of individuals, families and communities.

Our Vision:

A stronger, connected and supported community.

Our Promise:

Our many services working together with you for a better life.

3. KEY RESULT AREAS, RESPONSIBILITIES AND PERFORMANCE MEASURES

Key Result Areas	Responsibilities	Performance Measures
Service delivery	<p>Provide quality Early Childhood Intervention key worker services to children aged 0-7 years and their families.</p> <p>Provide discipline specific assessment and intervention to children aged 0-12 years and their family with a range of disabilities.</p> <p>Deliver service utilising the following service principles; - Key Worker model - Family Centred Practice - Strengths Based Practice - Natural environments - Evidence based practice</p> <p>Utilise a range of formal and informal assessment tools appropriate to the child and family to plan intervention.</p> <p>Routinely evaluate the effectiveness of intervention programs.</p> <p>Assess and prescribe assistive technology to enable children to develop maximum function.</p> <p>Work flexibly and be adaptive to a changing environment.</p> <p>Actively participate in professional development activities and enhance service delivery by informed best practice.</p>	<p>100% of consumer related reporting and data collection completed accurately within specified timeframes as specified under agreements with funding bodies.</p> <p>Meet utilisation targets across 12 month period of 25 hours/week (1.0 FTE) in conjunction with Team Leader.</p> <p>Maintain own calendar; including consistent evidence that time is managed effectively.</p> <p>Attend 80% of required meetings and events and contribute actively.</p> <p>Liaise and/or refer to appropriate services.</p> <p>Respond to internal requests for consultation within specified timeframes.</p> <p>Demonstrate preparedness to work across the region as required.</p> <p>Assessments, funding applications and reports efficiently completed within specified timeframes.</p> <p>Actively explore and share industry trends and innovation and review current literature in order to provide evidence based practice.</p>
Administration work in line with Service Delivery	<p>Complete case notes and recording of hours in line with Windermere policy.</p> <p>Risk Assessment, Documentation and Correspondence in line with policy</p> <p>Incident Reporting and obligated reporting completed in line with policy</p>	<p>All case notes completed within three working days and documented in line with policy</p> <p>All consumer file documentation completed meet audit requirements of the service</p> <p>All critical incidents are escalated to Supervisor/ Manager in a timely</p>

	Accurate recording of service delivery hours and consumer contact	manner in line with policy Monthly reporting of hours of service delivery.
Teamwork	<p>Contribute constructively to new ideas or change processes within the organisation</p> <p>Encourage positive responses to new ideas or change within teams/the organisation</p> <p>Develop and contribute toward a supportive, inclusive and cooperative work environment</p> <p>Demonstrate a commitment to lifelong learning and evidence based practice through provision of professional development for self and education and teaching of other professional groups</p>	<p>Active engagement and participation in regular supervision, team meetings, team building days and other opportunities as stated by guidelines and policies</p> <p>Consistently display behaviours in line with Windermere values</p>
Practitioner Coaching Framework	Provide professional support for families through the facilitation and provision of the Practitioner Coaching Framework (PCF)	Participate in regular supervision, reflective practice sessions, learning circles, team meetings, team building days and other opportunities as stated by guidelines and policies
Organisational expectations and directives in relation to policies and procedures and the organisation's purpose, vision and values	<p>Familiarise yourself with and adhere to Windermere's Policies and Procedures, including the Code of Conduct, Human Resources policies and guidelines and Occupational Health and Safety obligations</p> <p>Demonstrate dedication and commitment to work in accordance with Windermere's values and behaviours</p> <p>Attend prearranged dates scheduled for supervision and organisation wide training, including organisation forums and on line induction and be actively involved in the 6-week induction review, 3 and 6-month probationary reviews and a recurring annual performance review with the relevant supervisor</p> <p>Contribute to or participate in Continuous Quality Improvement (CQI) activities of the organisation, and will implement CQI strategies into their work practices</p> <p>Meet the challenges of change as it occurs within the service and organisation</p> <p>Attend or complete foundation and position specific training courses set by the organisation and attend or complete discretionary training as approved by the supervisor</p> <p>Actively assess, manage and where possible mitigate workplace risk including</p>	<p>Ensure policies, procedures and codes are complied with at all times</p> <p>Ensure all interactions are undertaken in accordance with the behaviours set, as outlined in the Code of Conduct</p> <p>100% attendance at performance reviews.</p> <p>Completion of induction and orientation within set timeframes.</p> <p>Positively embrace and adopt change as it occurs.</p> <p>Ensure arrangements are made so that 100% of courses are attended or completed.</p> <p>Report risk to the appropriate Windermere personnel and utilise current risk management tools and procedures available.</p> <p>Protect the rights, safety and wellbeing of children and provide a child safe environment</p>

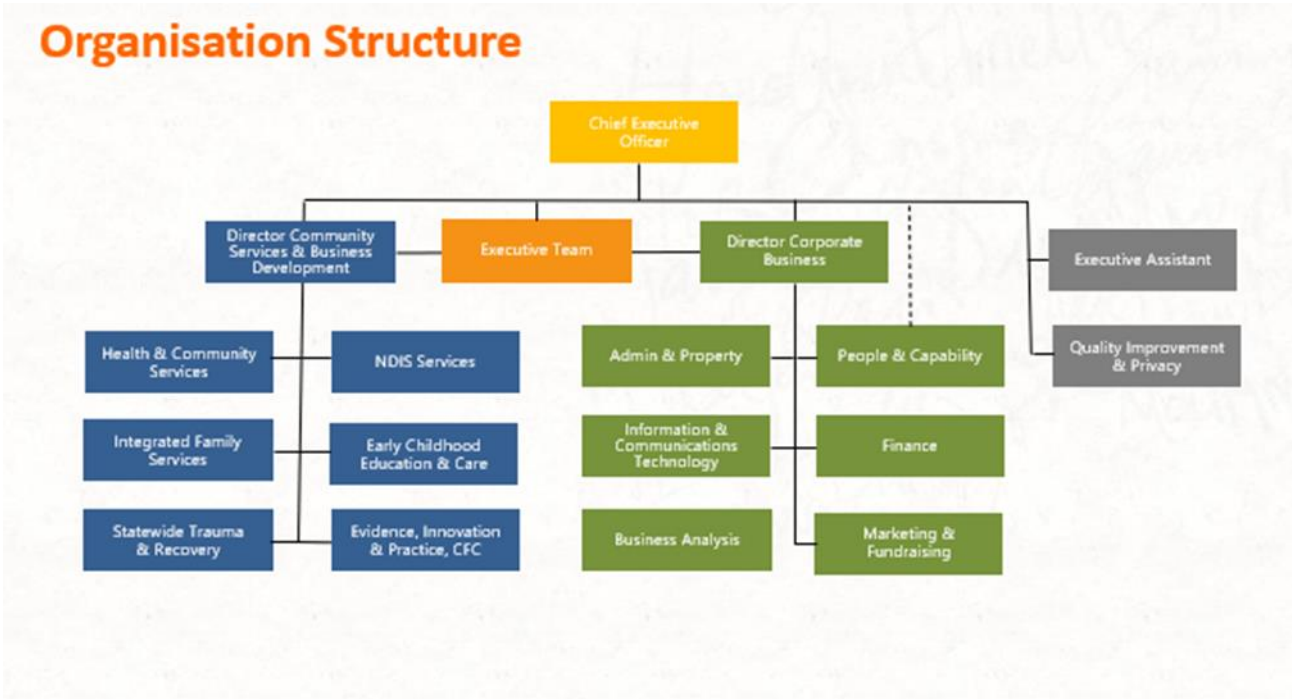
	(OH+S), consumer related risk, reputation risk and personal risk.	
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The employee will be expected to perform other duties outside those set in the position description as directed from time to time which are within the employee’s skill, qualification, experience and competence level to meet the organisation’s operational needs.

The Position Description may be amended from time to time at the organisation’s discretion. Where there is inconsistency between KPIs in this Position Description and those within the Organisation Objectives, the Organisation Objectives will stand.

Windermere is committed to equity & equality for consumers and employees, this by building diverse and inclusive services and work environments, where all peoples from Aboriginal & Torres Strait Islander, CALD, LGBTIQ+ Communities and those living with disability will know and feel accepted, affirmed, safe and celebrated. Windermere is delivering this through the continued development and implementation of our Welcoming and Inclusion Strategy 2021-2024 as we seek to provide a diverse workforce at all levels.

4. ORGANISATIONAL RELATIONSHIPS



- LINE MANAGER:** Team Leader EITS
- SUPERVISES:** Nil
- INTERNAL RELATIONSHIPS:** All Windermere staff and contractors
- EXTERNAL RELATIONSHIPS:** External NDIS service providers, NDIA

5. KEY SELECTION CRITERIA

- Tertiary qualified in Occupational Therapy with current and ongoing registration with AHPRA.
- Using knowledge and experience to assess children from 0 to 12 with a variety of clinical and developmental needs and work collaboratively with other team members.
- Building trusting working relationships with both children and families in addition to the Early Intervention and Therapy Service team.
- Being open to continuous quality improvement that allows ongoing learning and growth as part of a high performing team.
- Demonstrated ability to manage own caseload to meet consumer needs and team service delivery targets
- A current Victorian Driver Licence.
- Willingness to promote and support practices that are inclusive, culturally responsive, safe and accessible.
- Willingness to undertake relevant pre-employment screening and checks.
- Right to Work in Australia e.g. Australian Citizen, Permanent Resident or Visa holder with full working rights.

6. APPLICATION DETAILS

To maximise your opportunity for employment, it is recommended that you provide the following information:

- Covering application letter briefly addressing the Key Selection Criteria
- Current Resume

I have read this document and agree to undertake the duties and responsibilities listed above.

I acknowledge that:

- The PD is an indication of the duties and responsibilities that I may be required to undertake. Additional or other duties and responsibilities may be allocated to me. Where additional training and support is required to fulfil extra or other duties of a similar level of responsibility, it will be provided within the guidelines of Windermere's Training and Development policy.
- The PD will be reviewed regularly in consultation with me.
- The Key Performance Indicators (KPIs), where included in this document, are indicative. KPIs will be set by the immediate supervisor in discussion with me, for each year (or another set period) and my performance reviewed against those KPIs.

Occupant:

Name: _____

Signature: _____ Date: _____

KEY WORKER MODEL – PRINCIPLES & PRACTICE

The Key Worker is the main point of contact and has a broad range of knowledge and expertise in early childhood development to support you and your child with your goals. Recognising that a child’s carer is the expert in their child and are the primary influence on a child’s learning and development.

The key worker model is supported by research and understood to be the best practice model. It streamlines the care process to provide clarity and builds the families strength, skills and confidence as we are all working towards a family prioritised plan.

The family, key worker and others work together as a collaborative team as equal and active partners around the child. They communicate and sharing information, knowledge and skills with one team member nominated as the KW (ECIA guidelines, 2016).

The key worker team is made up of professionals from a variety of disciplines. Where necessary, we can consult with them for additional support which we transfer into family routines and everyday settings. Each adult around the child learns, leads, supports and actively invests in the child.

The family and Keyworker are equal and active partners where planning and interventions for the child are based on the family’s everyday life, priorities and choices. Building families strengths and assist in development families own resources.

What does this look like in practice	What does this NOT look like in practice
<p>One worker builds a relationship with the family and consults with the team for further information as needed</p> <p>The relationship involves trust, reciprocity, respect, integrity and commitment</p>	<p>Seeing a different worker for each area of concern</p> <p>Accessing a wide range of services and professionals</p>
<p>Worker gains knowledge, skills and experience across multiple disciplines</p>	<p>Working in silos</p> <p>Practicing outside your knowledge and skill level</p>
<p>Worker shares skills and knowledge with other staff, upskilling each other.</p>	<p>One worker holds all the knowledge and expertise/responsibility</p>
<p>Provide service that is led by families, coordinated and integrated in to their everyday life and routines.</p>	<p>An abundance of specialist specific goals which can be overwhelming to families.</p> <p>Conflicting plans and information</p>
<p>Open communication and intense collaboration together with families, carers and service providers.</p>	<p>Possessive of own knowledge</p>
<p>Build the families skills and confidence. Therapy involves parents and educators discussing and collaborating together to find strategies that suit the child’s participation in daily routines.</p> <p>Parents and educators are confident to implement strategies to support the child’s skill development outside of keyworker visits.</p>	<p>Do everything for the family</p> <p>Becoming over overly familiar with a family so the working relationship becomes ineffective i.e. friendly rather than professional</p> <p>Direct therapy with the worker being the only person implementing strategies and therapy intervention.</p>
<p>Staff demonstrate personal and professional attributes of respect, generosity, ethical behaviour and active problem solving</p>	<p>Deficit focused thinking</p>
<p>Acknowledge the significance of transitions within and across early childhood services and schools, and ensure that children understand the process and have an active role in preparing for these transitions</p>	<p>Not be involved in transition planning, preparation and delivery</p>
<p>Therapy typically in naturalistic environments (home, childcare, community); including utilising resources available to child and family (i.e children toys).</p>	<p>Majority of therapy carried out in clinic based sessions</p> <p>Utilising resources beyond what the family owns.</p>

