

POSITION TITLE:	Psychologist / Key Worker
FTE:	1.0 FTE (38 hours per week)
CLASSIFICATION:	Grade 2.1 – Grade 2.2
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 the South Eastern Melbourne region, including outreach to support consumers (if applicable to your position).</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
DATE:	April 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	<ul style="list-style-type: none"> • Provide quality early childhood key worker services to children aged 0-7 years and their families. • Provide discipline specific formal and informal assessment and outcome focused intervention to children 0-18 years old with a range of disabilities and their family. May include extension to adult services to extend service provision. • Provide service utilising the following service principles; <ul style="list-style-type: none"> - Key Worker model - Family-centered Practice - Strengths Based Practice - Natural environments - Evidence based practice • Design, implement and provide training of positive behaviour support that may include restrictive practices using functional assessments. • Work flexibly and be adaptive to a changing environment. • Continual and specific planning and evaluation of the effectiveness of programs. • Actively participate in professional development activities and enhance service delivery by informed best practice. 	<ul style="list-style-type: none"> • 100% of consumer related reporting and data collection completed accurately within specified timeframes as specified under agreements with funding bodies. • Meet utilisation targets of 25 hours/week (1.0FTE) across a 12-month period. • Maintain own calendar; including consistent evidence that time is managed effectively. • Attend 80% of required meetings and events and contribute actively. • Liaise and/or refer to appropriate services. • Respond to internal requests for consultation within specified timeframes. • Demonstrate preparedness to work across the region as required. • Assessments, funding applications and reports efficiently completed within specified timeframes. • Actively explore and share industry trends and innovation and review current literature in order to provide evidence based practice.
Supervision of students	<ul style="list-style-type: none"> • Provide effective individual supervision to students 	<ul style="list-style-type: none"> • Provide supervision and support to Windermere students completing their placement at Windermere.
Administration work in line with Service Delivery	<ul style="list-style-type: none"> • Complete case notes and recording of tasks in line with Windermere policy. • Risk Assessment, Documentation and 	<ul style="list-style-type: none"> • All case notes completed within three working days and documented in line with policy • All consumer file documentation

	<ul style="list-style-type: none"> • Correspondence in line with policy • Incident Reporting and obligated reporting completed in line with policy 	<p>completed meet audit requirements of the service</p> <ul style="list-style-type: none"> • All critical incidents are escalated to Supervisor/Team Leader in a timely manner in line with policy
Team Work	<ul style="list-style-type: none"> • Contribute constructively to new ideas or change processes within the organisation • Encourage positive responses to new ideas or change within teams/the organisation • Contribute toward a supportive, inclusive and cooperative work environment • Demonstrate a commitment to lifelong learning and evidence based practice through professional development. 	<ul style="list-style-type: none"> • Active engagement and participation in regular supervision, team meetings, team building days and other opportunities as stated by guidelines and policies • Consistently display behaviours in line with Windermere values
Practitioner Coaching Framework	<ul style="list-style-type: none"> • Provide professional support for families through the facilitation and provision of the Practitioner Coaching Framework (PCF) 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. • Demonstrate dedication and commitment to work in accordance with Windermere's values and behaviours. • 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. • Contribute to or participate in Continuous Quality Improvement (CQI) activities of the organisation, and will implement CQI strategies into their work practices. 	<ul style="list-style-type: none"> • Ensure policies, procedures and codes are complied with at all times. • Ensure all interactions are undertaken in accordance with the behaviours set, as outlined in the Code of Conduct. • 100% attendance at performance reviews. • Completion of induction and orientation within set timeframes. • Positively embrace and adopt change as it occurs. • Ensure arrangements are made so that 100% of courses are attended or completed. • Report risk to the appropriate Windermere personnel and utilise current risk management tools and procedures available.

	<ul style="list-style-type: none"> • Meet the challenges of change as it occurs within the service and organisation. • Attend or complete foundation and position specific training courses set by the organisation and attend or complete discretionary training as approved by the supervisor. • Actively assess, manage and where possible mitigate workplace risk including (OH+S), consumer related risk, reputation risk and personal risk. 	<ul style="list-style-type: none"> • Protect the rights, safety and wellbeing of children and provide a child safe environment.
--	--	--

The employee will be expected to perform other duties outside those set in this 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.

This 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 creating equitable environments for consumers and employees, this by building diverse and inclusive services and workspaces, 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 as we seek to provide a diverse workforce at all levels.

4. CAPABILITY FRAMEWORK MAPPING

Our GROW Capability Framework describes the capabilities and associated behaviours expected of Windermere employees to be successful in their role. These capabilities and behaviours are aligned to Windermere's values and are essential for the delivery of Windermere's Strategic Plan. GROW gives our workforce of enablers a shared language to describe the capabilities needed to perform work at varying levels across different teams and roles. It sets standards regarding day-to-day work practices in all areas of workforce management including:

- standardised job design and role descriptions where capability requirements align with the purpose, accountabilities and challenges of a role
- recruitment practices that focus on assessing a person's capabilities at the level needed for a role
- performance development and coaching practices that help managers and staff to have a clear and common understanding of role expectations and areas for development
- mobility, where common descriptions of role requirements and capabilities help staff move between roles
- learning and development activities aligned to specific capabilities
- career planning conversations and activities that focus on developing capabilities to help staff progress to new roles
- workforce planning by identifying current and future workforce capability needs and gaps

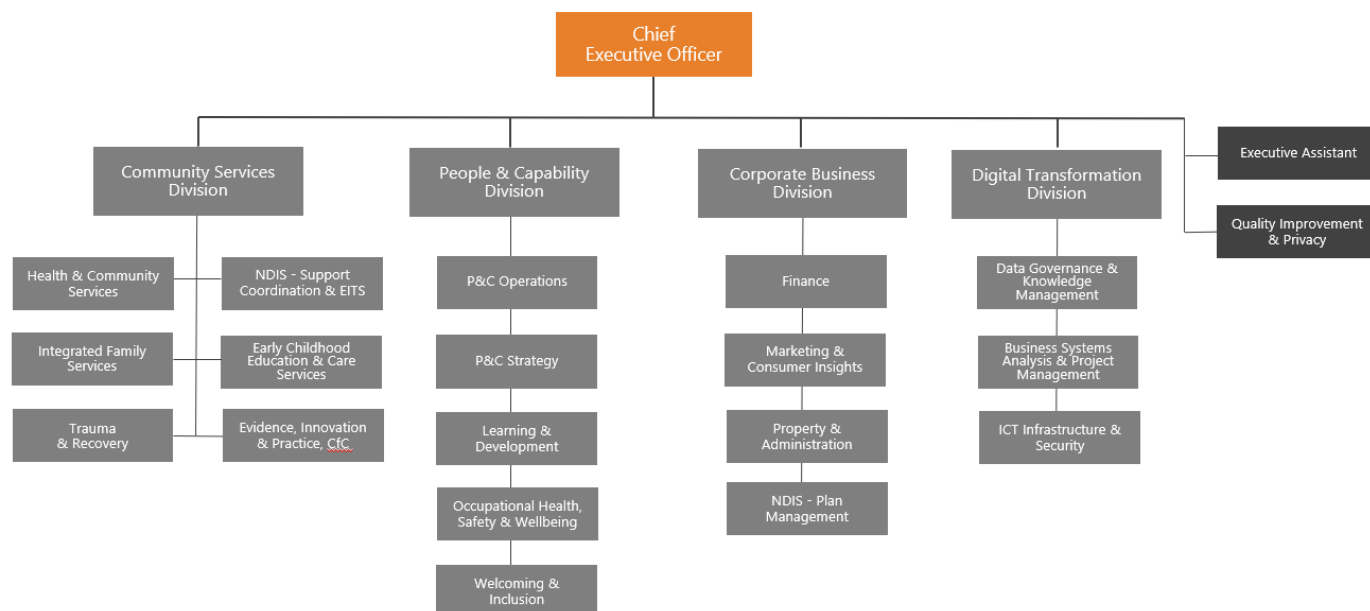
This position has been mapped as follows:

Priority	Capability Group	Proficiency Level
1	Leadership	Foundation
2	Service Delivery	Intermediate
3	Vision & Strategic Drive	Foundation
4	Collaboration	Foundation

5	Adaptability	Foundation
6	Innovation & Continuous Improvement	Foundation

5. ORGANISATIONAL RELATIONSHIPS

Organisational Structure



LINE MANAGER:	Team Leader EITS
SUPERVISES:	None (to be discussed as appropriate)
INTERNAL RELATIONSHIPS:	All Windermere staff and contractors
EXTERNAL RELATIONSHIPS:	External NDIS service providers, NDIA

6. KEY SELECTION CRITERIA

- Tertiary qualifications in Psychology and current and ongoing registration with AHPRA as a generally registered or endorsed psychologist
- Discipline specific experience, with sound theoretical knowledge in paediatric practice 0-18 and working with adults.
- Registration or willingness to register with the NDIA as a behavior practitioner
- Demonstrated knowledge of typical development and common neurodivergent presentations and conditions such as autism spectrum disorder, cerebral palsy and developmental delay
- Knowledge and skills in the assessment, implementation and evaluation of plans and services for children & families
- Demonstrated ability to work effectively as part of a team as well as work independently, including office based or remote off-site locations
- Demonstrated ability to effectively manage use of time to meet service KPIs and provide a consumer-focused, high-quality and responsive service
- Competence in the use of ICT to support with service delivery, such as telehealth.
- Willingness to promote and support practices that are inclusive, culturally responsive, safe and accessible.
- Willingness to undertake pre-employment screening - Working with Children, Police check and medical assessment.
- Current Victorian Drivers' License
- Right to Work in Australia e.g. Australian Citizen or Permanent Resident.

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