

POSITION TITLE:	Senior Speech Pathologist / Key Worker
FTE:	1.0 FTE (38 hours per week)
CLASSIFICATION:	
DIVISION:	Community Services
PROGRAM:	Early Intervention & Therapy Service
LOCATION:	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). Windermere reserves the right to request you to work at any Windermere location, including our main offices at Narre Warren and Pakenham.
TENURE:	Ongoing
DATE:	March 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 service utilising the following service principles; - Key Worker model - Family-centred Practice - Strengths Based Practice - Natural environments - Evidence based practice</p> <p>Provide discipline specific assessment and outcome focused intervention to children 0-12 yr olds with a range of disabilities and their family.</p> <p>Work flexibly and be adaptive to a changing environment.</p> <p>Continual and specific planning and evaluation of the effectiveness of programs.</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 as directed by management.</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>Maintain own calendar; including consistent evidence that time is managed effectively.</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>
Staff and Student Supervision	<p>Provide effective individual supervision to Windermere staff and students</p> <p>Improve knowledge, skills, and ability of others to deliver against performance expectations and outcomes</p> <p>Facilitate effective discipline specific meetings</p>	<p>Regular individual supervision sessions with team members in line with policy and guidelines</p> <p>Effectively utilise supervision and team meetings to share knowledge, provide constructive feedback, coaching and learning opportunities.</p> <p>Utilise data and feedback from staff to support development and learning in areas of need.</p>

	<p>Support staff with service delivery such as debriefing, crisis management, information sharing, incident report management and escalating OHS and Risk issues identified</p> <p>Provide supervision and support to students providing regular feedback</p> <p>Support others to create a culture of collaboration</p>	<p>Utilise Practitioner Coaching Framework data to support continuous learning and improvement both in staff development and consumer outcomes.</p> <p>Display a collaborative approach in facilitation of discipline specific meetings and interactions with colleagues to support reflective practices with all team members</p> <p>Identify, and work to overcome barriers to knowledge or information sharing. Identify opportunities to work with other teams to deliver positive outcomes</p> <p>Completion of appraisals, regular KPI tracking and performance management requirements with all team members</p> <p>Provide supervision and support to students completing their placements</p>
Teamwork	<p>Develop and 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 in team meetings and supervision sessions.</p> <p>Model processes that enable communication of honest and constructive feedback.</p> <p>Actively seek to improve others' skills and talents by providing knowledge, constructive feedback, coaching and learning opportunities.</p> <p>Consistently develops team capability.</p> <p>Recognise and develop potential in others.</p> <p>Provide knowledge, coaching and learning opportunities based on team needs and requirements.</p> <p>Utilise staff feedback to effectively run supervision, discipline specific and whole team meetings.</p> <p>Consistently display behaviours in line with Windermere values</p>
Organisational expectations and directives in relation to policies and procedures and the	Familiarise yourself with and adhere to Windermere's Policies and Procedures, including the Code of Conduct, Human Resources policies and guidelines and	Ensure policies, procedures and codes are complied with at all times.

organisation's purpose, vision and values.	<p>Occupational Health and Safety obligations.</p> <p>Demonstrate dedication and commitment to work in accordance with Windermere's values and behaviours.</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 (OH+S), consumer related risk, reputation risk and personal risk.</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>
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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:

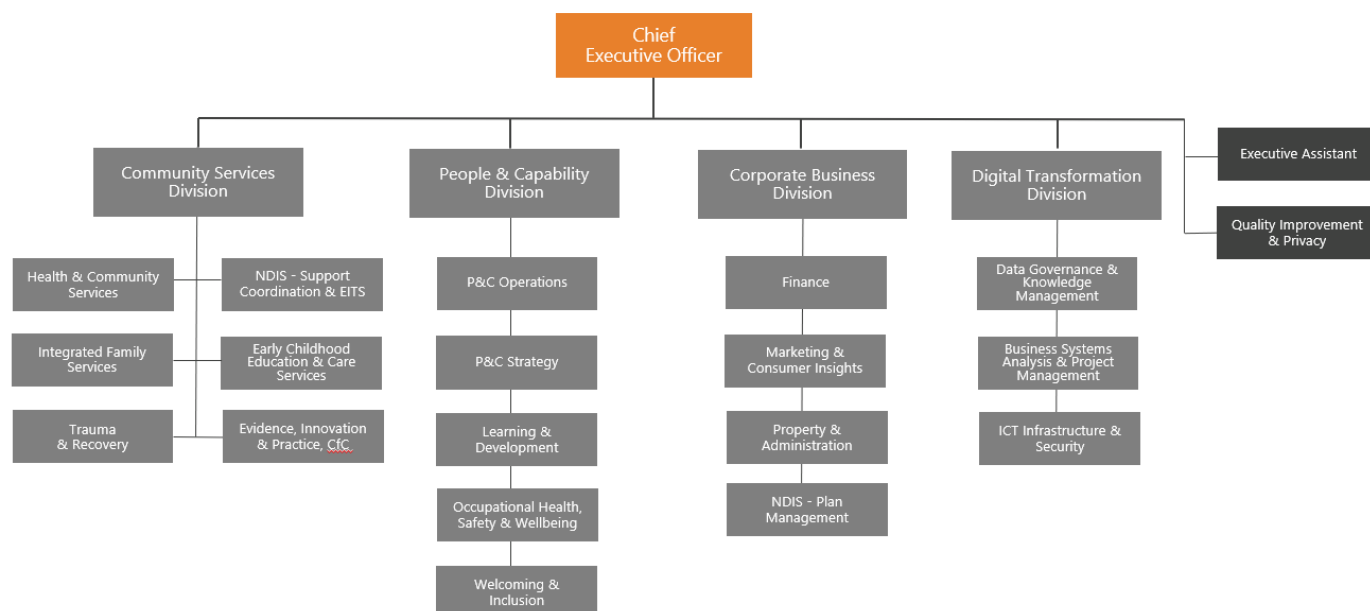
- standardised job design and role descriptions where capability requirements align with the purpose, accountabilities and challenges of a role
- recruitment practices that focus on assessing a person's capabilities at the level needed for a role
- performance development and coaching practices that 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: Windermere EITS staff and students

INTERNAL RELATIONSHIPS: All Windermere staff and contractors

EXTERNAL RELATIONSHIPS: External NDIS service providers, NDIA

6. KEY SELECTION CRITERIA

- Tertiary qualifications in Speech Pathology and current and ongoing registration with Speech Pathology Australia
- Minimum 4 years' experience managing, supervising and leading staff
- Minimum 6 years' discipline specific clinical experience, with sound theoretical knowledge in Paediatric practice 0-12
- Demonstrated knowledge of typical development and common 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
- The ability to meet service KPIs and provide a consumer-focused, high-quality and responsive service

- 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 in a fast paced, complex service environment
- Demonstrated knowledge in the prescription of assistive technology
- Registration with Medicare
- Ability to use a computer and all relevant technology
- Willingness to promote and support practices that are inclusive, culturally responsive, safe and accessible.
- Current Victorian Drivers' Licence
- Willingness to undertake relevant pre-employment screening and checks - including NDIS worker screening check, Police Check, Pre-Employment Medical and Working with Children's check
- Right to Work in Australia e.g. Australian Citizen, Permanent Resident or Visa holder with full working rights

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.