

POSITION TITLE:	Senior Physiotherapist/ Key Worker
FTE:	1.0 (38 hours/week)
CLASSIFICATION:	Allied Health Clinician Grade 3
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 Southern Melbourne, 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, with sites also at Cranbourne, Berwick and Warragul.</p>
TENURE:	Ongoing
DATE:	May 2024

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 that 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 outcome focused intervention to children 0-12 yr olds with a range of disabilities and their family.</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>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>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 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>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>Facilitate effective discipline specific meetings</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 data and feedback from staff to support development and learning in areas of need.</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>
<p>Teamwork</p>	<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>

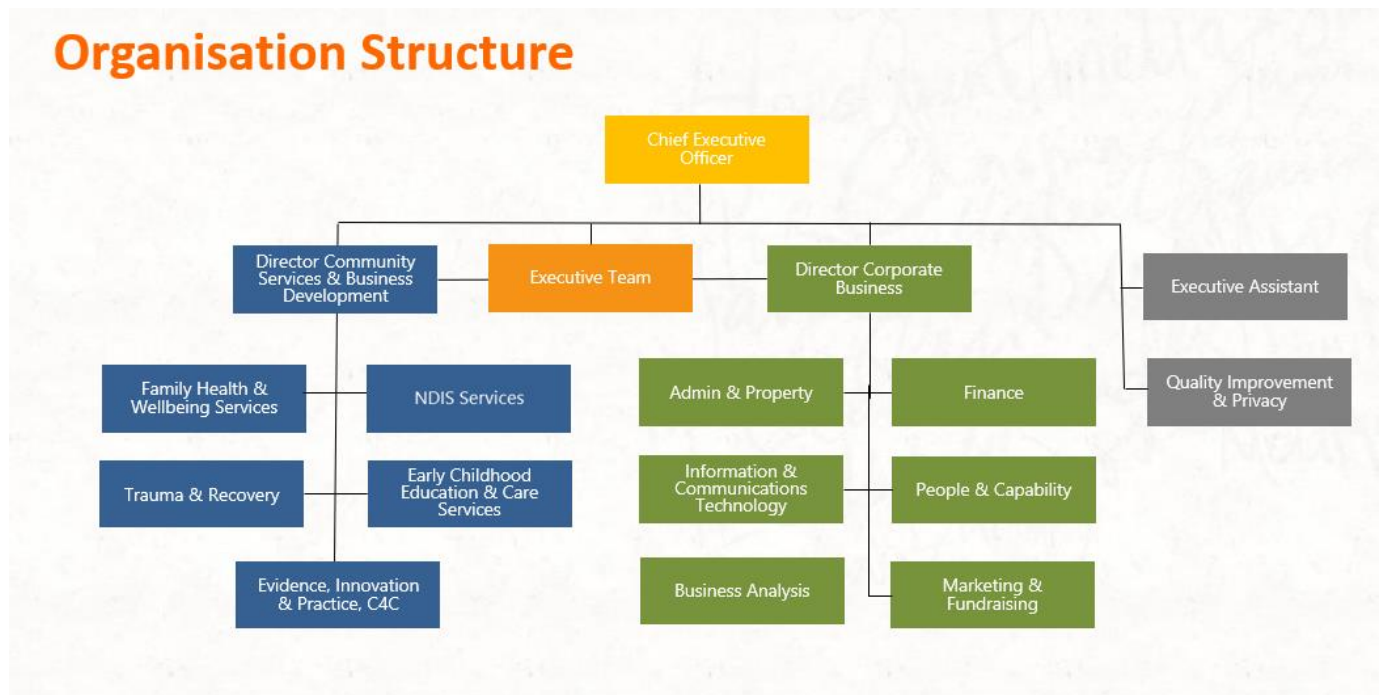
<p>Organisational expectations and directives in relation to policies and procedures and the organisation’s purpose, vision and values.</p>	<p>Familiarise yourself with and adhere to Windermere’s Policies and Procedures, including the Code of Conduct, Human Resources policies and guidelines and Occupational Health and Safety obligations.</p> <p>Demonstrate dedication and commitment to work in accordance with Windermere’s values and behaviours.</p> <p>Contribute to or participate in Continuous Quality Improvement (CQI) activities of the organisation, and implement CQI strategies into their work practices.</p> <p>Meet the challenges of change as it occurs within the service and organisation.</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 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 and engagement at performance reviews.</p> <p>Completion of induction, orientation and LEAD trainings 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 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 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:

Windermere EITS staff and students

INTERNAL RELATIONSHIPS:

All Windermere staff and contractors

EXTERNAL RELATIONSHIPS:

External NDIS service providers, NDIA

5. KEY SELECTION CRITERIA

- Tertiary qualifications in Physiotherapy and current registration with AHPRA
- 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
- Willingness to promote and support practices that are inclusive, culturally responsive, safe and accessible.
- Current Victorian Drivers' Licence.
- Registration with Medicare
- Ability to use a computer and all relevant technology
- 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

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- 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: _____