**ROLE DESCRIPTION**

<table>
<thead>
<tr>
<th>Role:</th>
<th>Allied Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports to:</td>
<td>Manager, LifePoints</td>
</tr>
<tr>
<td>Role Family:</td>
<td>Allied Health &amp; Related Services Level: 1.2</td>
</tr>
</tbody>
</table>

**Organisational Context:**

Cerebral Palsy Alliance (CPA) is the largest non-government provider of disability services in NSW and the ACT, providing a range of services to people with cerebral palsy and other disabilities. These client services include accommodation, therapy, technology, supported employment, community access and support. Services are delivered to around 5,000 clients annually and currently operate in a highly decentralised model through 55 separate outlets.

CPA’s corporate support services include human resources management, organisational development, financial management and accounts, fundraising, marketing and events management and general administrative support and are based at the Allambie Heights campus. Their primary function is to provide the organisation with the necessary resources and support that will assist all client services areas to achieve CPA’s overall mission and strategic direction.

**Purpose, Nature and Scope of the Role:**

The role exists to provide clinical services within the allocated service team structure to support children and/or adults with disabilities to meet their identified need/s. The scope of the role includes provision of a range of specialist clinical services within the context of team structure, which includes the family/carer.

**Organisational Relationships:**

This role reports to the LifePoints Manager who reports to the Senior LifePoints Manager. The organisation has the highest preference for employing allied health staff at Level 2 remuneration, where the staff member is competent to do so.

**Core Competencies of the Role:**

- Customer Service
- Organisational Knowledge
- Leadership
- Teamwork
- Communication & Relationships
- Innovation/ Creativity
- Qualifications/ Experience
Professional Learning & Development:

Cerebral Palsy Alliance has a strong commitment to providing our employees with evidence–based, responsive professional development which includes the delivery of nationally accredited courses through its Registered Training Organisation.

It is compulsory for all new employees to complete Cerebral Palsy Alliance’s Orientation and Induction Program in accordance with the current Training Alliance Learning Calendar. For further information please visit: http://trainingalliance.edu.au/

It is each employee’s responsibility to also ensure that learning and development, as outlined in the Annual Performance Appraisal, including knowledge of current Cerebral Palsy Alliance policies and procedures, is maintained.

Interpersonal Relationships:

Internal:

- Divisional Manager
- LifePoints Senior Manager
- LifePoints Manager/Team Leader
- Level 4 Consultant for Individual Discipline
- Team members
- Staff from all other divisional and cross divisional programs
- Other Cerebral Palsy Alliance staff

External:

- Community services
- Disability service providers
- Government departments – e.g. ADHC, Family and Community Services, Department of Education
- Funding bodies e.g NDIA
- Private practitioners
- Families, carers and individual clients
- Training agencies
- Peak agencies
- Medical and health care providers
- Universities and educational institutions
- Other relevant agencies and individuals

Role Dimensions:

Staffing:
Direct Reports: nil
Indirect Reports: students on placements and volunteers

Budget: Nil
<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Competency Descriptors</th>
<th>Performance Outcomes</th>
</tr>
</thead>
</table>
| Customer Service  | Applies a person and family centred care approach | • Understands and applies key concepts of person and family centred practice in daily practice  
• Empowers client/families/carers to direct their own care with support from senior staff |
|                   | Working knowledge (i.e. applied) and understanding of the range of individual external customer needs. Consistently demonstrates a customer focus | • Builds collaborative partnerships with clients/families/carers  
• Directs collaborative holistic goal setting that reflects person/family life needs and priorities  
• Engages with the client/family in conversations regarding current and future needs and service options |
|                   | Has basic clinical reasoning skills to assist customers with the resolution of basic problems/issues | • Demonstrates rapport, empathy and non-judgemental acceptance of client and family  
• Actively adopts the principles of coaching and solutions focussed approaches  
• Identifies when problems and issues are beyond own scope and seeks support from senior staff |
|                   | Assists with developing plans for multiple service involvement and interventions in complex cases | • Actively engages with clients team to develop holistic service plan for the client  
• Effectively uses clinical reasoning skills for realistic goal setting in complex cases  
• Utilises a solutions focused framework when working with the team in complex cases |
|                   | Applies knowledge of standards and practice in providing formal assessments, interventions and supporting customer/family to implement recommendations | • Has a working knowledge of a range of assessment tools and a range of relevant interventions  
• Effectively combines knowledge of assessment tools and interventions and client/family situation to inform clinical practice  
• Effectively communicates with client/ families around results of assessments and intervention outcomes |
|                   | Meets performance benchmarks and assigned administrative deadlines in relation to report writing and collection of statistical data. Consistently uses a | • Meets assigned deadlines and articulates to management in advance why a deadline may be unachievable  
• Statistics are entered into data base within determined time frame  
• Runs statistical reports to determine if meeting benchmark |
<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Competency Descriptors</th>
<th>Performance Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>professional approach</td>
<td></td>
<td>• Self-audits and make necessary adjustments where required</td>
</tr>
<tr>
<td>Organisational Knowledge</td>
<td>Working (i.e. applied) understanding of the: Mission and Values; Key Result Areas and Strategies Working knowledge of policies, procedures and best practice</td>
<td>• Able to locate and describe the mission and values of Cerebral Palsy Alliance &lt;br&gt;• Demonstrates a commitment to core values in the workplace and models to staff &lt;br&gt;• Understands how own role contributes to the achievement of the strategic plan &lt;br&gt;• Able to locate and complies with CPA policies and procedures &lt;br&gt;• Understands how the business/operational plan relates to the strategic plan</td>
</tr>
<tr>
<td></td>
<td>Working knowledge of all relevant standards and relevant government legislation</td>
<td>• Demonstrates working knowledge of DSS and DSA and provides services that reflects these standards &lt;br&gt;• Understands mandatory reporting responsibilities and takes action as per policy and procedures with support from senior staff &lt;br&gt;• Identifies WHS issues, hazards, risks and identifies potential solutions and reports appropriately</td>
</tr>
<tr>
<td></td>
<td>Working knowledge of services offered within the organisation and those offered by external providers</td>
<td>• Working knowledge of service offered by CPA and external providers and relates information to clients and families &lt;br&gt;• Applies knowledge of local area and services offered to support the client and family to achieve the goals</td>
</tr>
<tr>
<td>Leadership</td>
<td>Supports local change; learns to promote preferred workplace culture and best practice</td>
<td>• Consistently applies a solutions focused attitude in daily working practice &lt;br&gt;• Trials new initiatives as directed by senior staff and proactively provides feedback &lt;br&gt;• Models preferred workplace culture and practice and supports senior staff in promoting workplace culture</td>
</tr>
<tr>
<td></td>
<td>Displays mindfulness, personal accountability and responsibility for own achievement against benchmarks</td>
<td>• Understands how achievement of benchmarks contributes to organisational purpose &lt;br&gt;• Articulates performance progress and identifies areas for improvement &lt;br&gt;• Actively works towards meeting the benchmarks and proactively</td>
</tr>
<tr>
<td>Core Competencies</td>
<td>Competency Descriptors</td>
<td>Performance Outcomes</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Teamwork</strong></td>
<td></td>
</tr>
</tbody>
</table>
|                         | Receives regular supervision                                                                                                                                                                                             | • Actively and consistently drives development of own supervision agenda  
• Contributes to teamwork by establishing effective working relationships  
• Independently recognises and uses other team members skills  
• Actively contributes to a culture of teamwork, respecting differences  
• Recognises the impact of cultural diversity on team work and seeks to adjust work practices accordingly.                                                                                     |
|                         | Schedules own work and contributes to the work planning in the team                                                                                                                                                       |                                                                                                                                                                                                                      |
|                         | Works well in teams and project groups. Participates as an effective team member; provides support to higher level roles                                                                                                                                                         | • Actively participates in projects with guidance from senior staff  
• Actively utilises teamwork to enhance service outcomes by establishing effective working relationships  
• Recognises impact of individual differences on team work and adjusts work practices accordingly with support                                                                                       |
|                         | Models behaviours consistent with Cerebral Palsy Alliance values and is accountable for own work, meeting required performance outcomes.                                                                                              | • Models effective working relationships within the team that promote CPA core values  
• Aware of benchmarks and actively works to meeting them  
• Recognises impact of individual work performance and how this relates to the team’s KPIs and meeting individual client service plan deadlines/commitment                                                                 |
| **Communication & Relationships** | Has interpersonal skills that engender positive and effective: Working relationships; Communication channels with staff, customers/families and stakeholders both within and outside Cerebral Palsy Alliance          | • All communication delivered according to CPA code of conduct, policies and procedures, including KPIs  
• Verbal and non-verbal communication is made in an approachable and professional manner which is appropriate to customers/clients, families and stakeholders  
• In consultation with senior staff reflects on and modifies own communication and personal style  
• Identifies and utilises effective well-being strategies with guidance                                                                                                     |
<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Competency Descriptors</th>
<th>Performance Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>from their senior staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In consultation with senior staff identifies relevant and helpful information and shares appropriately</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In consultation with senior staff considers needs of target audience when disseminating information</td>
</tr>
<tr>
<td></td>
<td>Has good communication skills and seeks, provides and/or shares information and knowledge appropriately and independently</td>
<td>• With support identifies key contacts within practice area and builds effective working relationships and network of contacts within this area</td>
</tr>
<tr>
<td></td>
<td>Has a network of contacts to resolve task issues.</td>
<td>• In consultation with senior staff uses core values to resolve conflict and enhance teamwork</td>
</tr>
<tr>
<td></td>
<td>Has conflict resolution techniques in respect to internal and external customers.</td>
<td>• In consultation with senior staff monitors personal impact on team dynamics and is able to modulate their own behaviour and actions</td>
</tr>
<tr>
<td>Innovation/ Creativity</td>
<td>Resolves operational and/or work related issues, obtaining guidance as to techniques and methods</td>
<td>• Where communication barriers exist, in consultation with senior staff modifies communication to resolve and restore teamwork</td>
</tr>
<tr>
<td></td>
<td>Sees worth in and seeks ways for adding value for internal/external customers</td>
<td>• Provides information to customers on conflict resolution options and complaints procedures</td>
</tr>
<tr>
<td></td>
<td>Shares ideas for improvement and techniques used.</td>
<td>• Advises team leader/manager of any possible conflict, complaint situations</td>
</tr>
<tr>
<td></td>
<td>Has a professional understanding of some specific areas of service/program</td>
<td>• With guidance anticipates potential conflict and implements actions to prevent escalation of issue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifies and understands operational issues and with guidance develops solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understands key issues to be addressed and approaches these in a creative and innovative manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• With support generates ideas to improve individual and team performance within current context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates confidence and positivity in decision making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses best available information to make decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Beginning to identify area(s) of special interest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participates in the development of information resources</td>
</tr>
<tr>
<td>Core Competencies</td>
<td>Competency Descriptors</td>
<td>Performance Outcomes</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>management. Refers unusual issues</td>
<td>• Utilises coaching to assist clients to generate their own solutions</td>
</tr>
<tr>
<td></td>
<td>Assists the timely development and implementation of best practice solutions around more complex issues.</td>
<td>• Ability to critically appraise research literature</td>
</tr>
<tr>
<td>Qualifications/Experience</td>
<td>Has a relevant degree together with typically two years’ experience</td>
<td>• Knowledge of and conforms to own professions ethical code of conduct</td>
</tr>
</tbody>
</table>
|                   | Where required for practice, registration with professional body maintained. | **Physiotherapy**  
**ESSENTIAL:** Registration with AHPRA  
**DESIRABLE:** Membership of relevant professional organisations  
**Speech Pathology**  
**ESSENTIAL:** Eligible for membership with SPA  
**DESIRABLE:** Membership of relevant professional organisations  
**Occupational Therapy**  
**ESSENTIAL:** Registration with AHPRA  
**DESIRABLE:** Membership of relevant professional organisations  
**Social Work**  
**ESSENTIAL:** Eligible for membership with AASW  
**DESIRABLE:** Membership of relevant professional organisations  
**Psychology**  
**ESSENTIAL:** Registration with AHPRA  
**DESIRABLE:** Membership of relevant professional organisations  
**Exercise Physiologists**  
**ESSENTIAL:** Accredited Exercise Physiologist  
**DESIRABLE:** Membership of relevant professional organisations |
Summary of Knowledge, Skills, Experience and Values

Guideline to Essential and Desirable Criteria:

Essential:

- Tertiary Qualification in recognised discipline
- Registration with the Australian Health Practitioner Regulation Agency (AHPRA) or eligibility for membership with recognised professional association
- Two years’ experience working in relevant allied health position including experience in service delivery to children or adults with cerebral palsy or similar physical disability
- Demonstrated skills in:
  - Building effective working relationships
  - Conflict resolution
  - Creating effective networks
  - Working as part of a multidisciplinary team
- Experience working with people with disabilities and their families
- Demonstrated understanding in using computer applications such as:
  - Microsoft office suite
  - Client data bases
  - Running statistical reports
- Current NSW/ACT drivers licence or equivalent
- Ability to fly on small planes to and from Sydney (rural staff only)
- Current or apply for first aid certificate within first three (3) months of commencement (rural staff only)
- Valid Working with Children’s Check or Working with Vulnerable People Check (ACT) and National Criminal Record Check

Desirable:

- Understanding of cerebral palsy and allied neurological conditions and the potential impact of those involved
- Knowledge of Disability Services Act (NSW); Disability Services Standards; Child Protection Legislation, Ombudsman’s Act and implications for service delivery
- Additional relevant qualifications/accreditation/membership with professional associations

STATEMENT OF DUTIES
People and Culture does not require a Statement of Duties. However where duties vary amongst employees with the same (or generic) role description, the manager may choose to attach a detailed statement of duties to the role description.