ROLE DESCRIPTION

Role: Early Childhood Therapy Facilitator

Reports to: Manager, LifePoints

Role Family: Community Services  Level: E

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.

The LifePoints team provides a range of services to support people throughout the lifespan with cerebral palsy or other similar disabilities. These services are provided by a team of allied health professionals, family support and administrative staff including Occupational Therapists, Physiotherapists, Speech Pathologists, Psychologists, Social Workers, Exercise Physiologists, Early Intervention Teachers, Family Therapists, Program Assistants and Administration Support.

Purpose, Nature and Scope of the Role:

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

Organisational Relationships:

This position reports to the Manager LifePoints who reports to Senior Manager LifePoints who reports to the Divisional Manager who reports to the General Manager Services who reports to the CEO. The LifePoints team consists of the Senior Manager, Manager, Clerical Assistants, Physiotherapists, Occupational Therapists, Speech Pathologists, Psychologist, Early Special Educators, Exercise Physiologists and Early Childhood Facilitators.

Core Competencies of the Role:

- Organisational knowledge
- Leadership/Teamwork
- Interpersonal Skills/Communication
- Problem Solving/Decision Making
- Legislation/Standards/Practice
- Service Delivery
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 Alliances, Orientation and Induction Program in accordance with the current action PACT Learning Calendar. For further information please visit http://www.cerebralpalsy.org.au/our-services/education-and-consultancy/actionpact-learning

Each employee must 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:

- Senior Manager, LifePoints
- Manager, LifePoints
- LifePoints team members
- Divisional Manager

External:

- Carers
- Local community services
- Government agencies
- Children’s services
- Disability service providers
- Other relevant agencies

Role Dimensions:

Staffing:

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

Budget: nil
### Accountabilities

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<th>Core Competencies</th>
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| **Organisational Knowledge** | - Has a good understanding of the mission and values of CP Alliance.  
- Gains an understanding of CP Alliance’s Key Result Areas and Strategies.  
- Has a good understanding of the impact and interaction of services/programs/departments of other CP Alliance services  
- Has a general understanding of CP Alliance policies and procedures. | - Able to locate and describe the mission and values of Cerebral Palsy Alliance  
- Demonstrates a commitment to the core values in workplace and in the community  
- Able to locate and demonstrate an understanding of the Strategic Plan  
- Understands how own role contributes to achievement of the strategic plan  
- Documented evidence of participation in relevant orientation programs  
- Able to locate relevant policies and procedures as required  
- Operates from code of conduct in line with policies and procedures  
- Able to briefly outline Cerebral Palsy Alliance structure and give an overview of the services provided. Is able to explain which other services are key to the running of the LifePoints team  
- Understands the scope of practice for the Early Childhood Therapy Facilitator within LifePoints and Cerebral Palsy Alliance |
| **Leadership/ Teamwork** | - May act as a resource for a small work group (of up to 4 staff), providing coaching and feedback  
- Supports other team members, actively participating and contributing to team goals | - Participates in team meetings and other team interactions  
- Demonstrates respect and accountability.  
- Works under the supervision of the nominated clinical supervisor with work reviewed regularly  
- Identifies the need for and actively seeks out supervision  
- Raises issues for appropriate action in mentoring/supervision sessions with line manager  
- Demonstrates ability to schedule and prioritise work tasks throughout service  
- Identifies and plans for factors which could cause time management difficulties  
- Meets responsibilities and deadlines as agreed with manager  
- Recognises and includes client/family as integral team member  
- Operates from the understanding that teamwork enhances care outcomes  
- Recognises expertise of other health professionals that would assist individuals reach their goals  
- Establishes effective working relationships.  
- Actively contributes to culture of team work |
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<td>Interpersonal Skills/Communication</td>
<td>• Handles non-routine phone enquiries and correspondence and can provide appropriate direction for response&lt;br&gt;• Effectively liaise, both verbally and in writing with other services/programs/departments.&lt;br&gt;• Able to resolve conflict with assistance.</td>
<td>• Communicates in an approachable manner.&lt;br&gt;• Establishes and maintains an appropriate relationship with clients.&lt;br&gt;• Uses clear verbal and written communication.&lt;br&gt;• Uses a range of strategies to communicate with clients with additional communication needs.&lt;br&gt;• Maintains client records as per organisational requirements.&lt;br&gt;• Seeks information and support from other colleagues.&lt;br&gt;• Uses core values to enhance teamwork and resolve conflict&lt;br&gt;• Demonstrates understanding of communication protocols and the need to maintain regular contact with the relevant allied health professional&lt;br&gt;• Demonstrates an awareness of own communication style and impact on others</td>
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<td>Problem Solving / Decision Making/Research</td>
<td>• Provides assistance to others with solving problems using knowledge/technical expertise&lt;br&gt;• For complex matters, will escalate problems to the next level when appropriate&lt;br&gt;• Identifies areas of potential concern and assists in the development of solutions</td>
<td>• Demonstrates initiative in identifying and resolving problems, referring complex issues to supervisor/appropriate team member&lt;br&gt;• Able to evaluate own performance&lt;br&gt;• Empowers service users to generate their own solutions&lt;br&gt;• Provides advice within their range of expertise/knowledge&lt;br&gt;• Provide recommendations for enhancement of service delivery&lt;br&gt;• Able to demonstrate current best-available evidence approaches to practice&lt;br&gt;• Demonstrates participation in the development of information and resources for clients relating to the role&lt;br&gt;• Able to independently manage workload within the designated hours</td>
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<td>Legislation / Standards/Practice</td>
<td>• Has a broad working knowledge of all relevant standards and government legislation e.g., WH&amp;S, Disability Services Act, Disability Service Standards.&lt;br&gt;• Understands the issues surrounding noncompliance to legislation and standards, and the impact this has on the organisation.&lt;br&gt;• Understands the importance of sharing this information across the organisation.</td>
<td>• Freely shares and disseminates information so as to contribute to the culture of organisational teamwork&lt;br&gt;• Demonstrates working knowledge of DSS &amp; DSA and works in a way that reflect these standards&lt;br&gt;• Recommends changes to quality procedures and standards that impact across other work areas if relevant&lt;br&gt;• Respects the rights and dignity of the client at all times&lt;br&gt;• Demonstrates and understanding of and ability to maintain confidentiality&lt;br&gt;• Understands the legal requirements of recording and documenting information&lt;br&gt;• Understands WH&amp;S procedures and personal responsibilities for Duty of Care&lt;br&gt;• Successful completion of mandatory training in Manual Handling, First Aid and Fire and Safety&lt;br&gt;• Recognizes equipment and environmental issues that may represent a safety hazard&lt;br&gt;• Reports safety issues that may impact on the client’s wellbeing&lt;br&gt;• Follows safety requirements for equipment and products</td>
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| Qualifications/ Experience | • Certificate IV Allied Health Assistance  
• Holds a current NSW drivers license | • Knowledge of and conforms with own professional ethical code of conduct.  
• Computer skills |
| Service Delivery Management | • Supports the philosophy of client/family centred approach.  
•Has a good understanding of the range of individual client/family needs and is able to work to identify these and assists in developing plans to meet them  
•Is able to assist clients/families with the resolution of more complex problems/ issues.  
•Supports a client's/family's community participation and opportunities in their selected environments  
•Presents a positive image of clients in the community. | • Clearly understands and able to explain their role to the clients and families in terms of what they are and are not responsible for  
•Establishes collaborative partnerships with families  
•Recognises that a client’s team may extend beyond parents alone and seeks to include significant others  
•Demonstrates flexibility in working with families  
•Empowers family to direct their own care  
•Pursues alternative courses of action through discussion with therapists to resolve families more complex issues  
•Engages in conversations with families, service providers and the community that highlight the work of CP Alliance and how it impacts families  
•Demonstrates understanding of the impact of cultural diversity of families on service delivery and is able to sensitively and effectively establish productive relationships with families from CALD and ATSI communities.  
•Understands the person centred/ family centred approach to service delivery  
•Ensures the physical well being of clients at all times and works under the direction of the allied health professional  
•Understands basic anatomy, physiology and psychology applied to human functioning and development  
•Understands the normal developmental sequence in children  
•Understands the goal limiting factor/s that impacts on function and is able to articulate the desired outcome of the program being implemented  
•Able to run a therapy session from a delegated program  
•Identifies everyday learning opportunities for children in their natural environment and daily routines  
•Identifies important factors when timetabling sessions with a client in the community such as location and time of day  
•Uses appropriate feedback techniques when interacting with clients and families  
•Demonstrates an ability to check for risks prior to implementing a program and able to follow procedure if risk factors are evident.  
•Able to recognise adverse events and follow necessary procedures to reduce/control risk.  
•Identifies and implements requirements for safety, positioning, aids for specific individuals |
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<td>• Knows suitable activities/resources/equipment to use with clients</td>
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<td>• Uses functional analysis to understand a child’s behaviour and the reason for their behaviour and implements different behaviour strategies</td>
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<td>• Demonstrates an awareness of paediatric services and supports available within the community</td>
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<td>• Caseload is managed appropriately and within agreed timeframes and targets.</td>
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<td>• Recording of client statistics demonstrates organisational capacity benchmarks are met or exceeded.</td>
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<td>• Completes and maintains required documentation accurately and in line with standards and policies.</td>
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Knowledge, Skills, Experience and Values:

Must have:
- Relevant certificate or diploma in early childhood, health, education or disability
- Willingness to complete the Certificate IV Allied Health Assistance
- Demonstrated good communication skills
- Basic computer skills
- Current NSW drivers licence and own car
- Valid Working with Children Check

Desirable:
- Experience working with people with special needs and their families/carers
- Demonstrated understanding of cerebral palsy and allied neurological conditions
- Knowledge of Disability Services Act (NSW) and Disability Services Standards and implications for service delivery
- Experience working as part of a multidisciplinary team
- Additional relevant qualifications/accreditation/membership with professional associations
- Experience working with people of different cultural backgrounds
- Experience in implementing education or health programs within community settings.

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.
STATEMENT OF DUTIES
EARLY CHILDHOOD THERAPY FACILITATOR, LifePoints

1. Provision of services to people with disabilities and their teams
   1.1.1 Work with clients and their families to assist in identifying priorities and areas of need. Support clients and/or families to identify and formulate realistic goals for themselves.
   1.1.2 Participate in the development of an Individual Family Service Plan (IFSP) with client/family and therapy/support team.
   1.1.3 Liaise with other team members, other agencies, other service providers and family members regarding client’s progress with intervention and service coordination.
   1.1.4 Implementing programs, designed by allied health and education professionals, within the client’s settings or environment/s. Including but not limited to:
      - Home
      - Educational environments (day-care/ pre-school/ school)
      - Mainstream community groups/ environments (scouts/local park/ sports team).
   1.1.5 Liaise with other health/education/ community providers to promote and support inclusion/ education and participation e.g. daycare, teachers, aides, recreation group leaders etc
   1.1.6 Build the capacity of the local mainstream settings to include and optimise the learning and skills of the client
   1.1.7 Is aware of the use and purpose of evidence based practice and outcome measurement tools, such as COPM & GAS.
   1.1.8 Demonstrates an understanding of disability across the lifespan and recognises significant life stages and transitions. Utilises appropriate tools such as the LifePlanner to capture and identify these.
   1.1.9 Work in a flexible manner to ensure that support is offered to families at times convenient to their needs. Flexible work hours between Mondays to Saturday.
   1.1.10 Manage a caseload as set by Manager of at approximately 3 clients per work day. Deliver a structured time based service to each client. The length of a service is decided based on the needs of the client in conjunction with parents/carer and therapy/support team.

2. Provision of information and advisory services
   2.1.1 As part of delivering skill development programs provide information and training to parents/carers, mainstream community group staff or relevant others to:
      a. Facilitate the child’s education and/or inclusion within daily activities
      b. Incorporate communication, play, the development of gross motor and/or fine motor skills within the child’s everyday activities/routines
      c. Ensure carers, educators, community groups have clear understanding of and accurate information cerebral palsy and other disabilities and the impact upon the child
      d. Carry out programs to develop the child’s skills in play, mobility, independence with self care skills, communication, social skills, behaviour and other relevant areas (developed in conjunction with allied health professionals)
   2.1.2 Provide information about and assistance with referral to appropriate other services within Cerebral Palsy Alliance or other agencies, related to a need/goal of the child
   2.1.3 Provision of services that demonstrates awareness of and sensitivity towards cultural and social issues.
2.1.4 Demonstrate a thorough understanding of relevant legislation such as Child Protection Act and Disability Service Standards and awareness of mandatory reporting responsibilities.

3. Community and professional education
   3.1.1 Work with the service team to plan, develop and implement skill development, educational and therapy activities to meet the needs/goals for the child.
   3.1.2 Participate in and contribute to Cerebral Palsy Alliance professional development program, including orientation training activities and other relevant training/learning
   3.1.3 Identification of own learning and professional development needs together with clinical supervisor and manager.
   3.1.4 Contribute to the development of resources to support the adoption of evidence-based practice and keeping abreast of latest developments in the field.
   3.1.5 Involvement in research projects through data collection or participant recruitment either internal or external as requested.

4. Administration
   4.1.1 Record accurate statistical data for client and tertiary services within the timeframes set by the organisation.
   4.1.2 Participate in staff team and intake meetings.
   4.1.3 Document and complete all paperwork relating to service delivery in a timely and efficient manner using organisational templates and guidelines.
   4.1.4 Complete client progress notes in accordance with organisation requirements within the appropriate time frame after each client activity/session
   4.1.5 Perform other relevant administration duties as requested by Manager.
   4.1.6 Provide reports, letters and correspondence in line with protocols and procedures of the service and Cerebral Palsy Alliance
   4.1.7 Meet the administration/accountability requirements as described by funding bodies and as directed by Manager

5. Occupational Health and Safety
   5.1.1 Take responsibility for safe practices for self and client within CPA, client’s home environment, mainstream community settlings, consistent with the Workplace Health and Safety Act.
   5.1.2 Comply with, report on and actively participate in the Cerebral Palsy Alliance Workplace Health and Safety procedures.

6. Policy and Planning
   6.1.1 Participate in:
      • The development of CPA & program policies and procedures as requested
      • Planning and implementation of special projects as required
      • Ongoing review of and development of operational planning in conjunction with management