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| **Position Description** |

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| **ASELCC Psychologist** | |
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| **Position No:** | NEW |
| **Department:** | Children’s Centre/Autism Specific Early Learning and Care Centre |
| **School:** | Student Services |
| **Campus/Location:** | Melbourne (Bundoora) |
| **Classification:** | Higher Education Officer Level 7 (HEO7) |
| **Employment Type:** | Full time, Fixed term |
| **Position Supervisor:**  **Number:** | Clinical Manager, Autism Specific Early Learning and Care Centre  50145450 |
| **Other Benefits:** | <http://www.latrobe.edu.au/jobs/working/benefits> |

Further information about:

La Trobe University - <http://www.latrobe.edu.au/about>

**For enquiries only contact:**

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| **Position Description** |

**ASELCC Psychologist**

**Position Context**

The Victorian Autism Specific Early Learning and Care Centre (ASELCC) is one of six centres around Australia where children with Autism Spectrum Disorder (ASD) receive intensive intervention embedded in a long day care environment. The education team at the Victorian ASELCC are trained to deliver individual early intervention as part of the group curriculum and the allied health team provides both specialist support and also support through engaging as generalist Early Start Denver Model (ESDM) therapists in the group early education setting. This Centre was the first in the world to implement the ESDM in a group setting and has published numerous research papers, and a manual, on the group delivery of the ESDM.

This role is responsible for providing specialist psychological and behavioural support services to young children with autism, and their families, consistent with the La Trobe University Community Children Centre’s Mission, Vision and values and the ESDM. In addition, this role will work as part of an innovative transdisciplinary team implementing the ESDM, in the care and education of children (1 to 4 Years) with ASD, in a group setting. Integral to this is working as a keyworker to families enrolled in the group program and supervising the clinical program of these children.

**Duties at this level may include:**

* Providing psychology and/or positive behaviour support services to infants, toddlers and pre-schoolers with ASD, consistent with the Early Start Denver Model (ESDM)
* Providing positive behaviour support: conduct playroom behavioural observations as part of functional behaviour assessments, and write positive behaviour support plans in partnership with the child’s family and education team, supporting the team and family to implement preventative and response strategies, then evaluate the plan’s effectiveness and the team’s fidelity, and modify as needed
* Providing consultative psychological/behavioural support to the transdisciplinary team; assessing the strengths and needs of each child, developing and implementing strategies to assist each child to maximise their development and participation, to enhance their independence and quality of life
* Collaboratively reviewing and developing policies and procedures relating to specialist area, including to ensure that they align with the NDIS Quality and Safeguards Commission (e.g., the Behaviour Support Capability Framework, restrictive practices)
* Actively contributing to the implementation of the group ESDM program as both an ESDM therapist and as a specialist Allied Health team member
* Acting as key worker to families attending the ASELCC, including by assessing and collaboratively developing objectives for children and supervising children’s clinical programs throughout the year
* Actively engaging as part of the transdisciplinary team, including through actively engaging with colleagues with other expertise and providing training to colleagues as appropriate
* Working as part of a transdisciplinary team to support the implementation of the ESDM within the centre and/or in community/home programs as required
* Undertaking the supervision and assessment of students on placement as appropriate
* Undertaking other duties as directed by the Clinical Manager or their representative

**Key Selection Criteria may include:**

* Current registration as a psychologist with the Psychology Board of Australia, Allied Health Practitioner Regulation Agency (AHPRA)
* Demonstrated experience in developing and implementing functional behavior assessments and positive behavior support plans across a range of behaviours of concern and support needs
* Understanding of the National Disability Insurance Scheme (NDIS) and the NDIS Quality and Safeguards Commission (e.g., the Behaviour Support Capability Framework, restrictive practices)
* Meeting Proficient Behaviour Support Practitioner capabilities
* Motivation to work directly with children and colleagues, and adaptability to working within a childcare environment
* Demonstrated ability to provide psychology and/or behavioural support services to children with ASD and their families in an early childhood setting
* Some understanding or experience in the Early Start Denver Model (ESDM)
* Understanding or experience in a range of early childhood intervention service delivery models, including transdisciplinary teamwork and the key worker framework

**Essential Compliance Requirements**

To hold this La Trobe University position the occupant must:

* hold, or be willing to undertake and pass, a Victorian Working With Children Check; AND
* take personal accountability to comply with all University policies, procedures and legislative or regulatory obligations; including but not limited to TEQSA and the Higher Education Threshold Standards.

**Position Flexibility**

La Trobe University is committed to providing a diverse, inclusive and respectful working environment for all staff. We offer flexible work arrangements that can assist you in balancing your work and other responsibilities.

**La Trobe Cultural Qualities**

Our cultural qualities underpin everything we do. As we work towards realising the strategic goals of the University we strive to work in a way which is aligned to our four cultural qualities:

* *We are* ***Connected****:* We connect to the world outside — the students and communities we serve, both locally and globally.
* *We are* ***Innovative****:* We tackle the big issues of our time to transform the lives of our students and society.
* *We are* ***Accountable:*** We strive for excellence in everything we do. We hold each other and ourselves to account, and work to the highest standard.
* *We* ***Care:*** We care about what we do and why we do it. We believe in the power of education and research to transform lives and global society. We care about being the difference in the lives of our students and communities.

For Human Resource Use Only

Initials: Date: