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| --- | --- | --- |
| H:\MY PICTURES\FACS_logo_RGB.jpgH:\MY PICTURES\FACS_logo_RGB.jpg**Cluster** | Stronger Communities | |
| **Agency** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Youth Justice (Therapeutic Enhanced Support Unit - Frank Baxter Centre – Bouddi Unit) | |
| **Location** | Various | |
| **Classification/Grade/Band** | Occupational Therapist Grade 1-4 | |
| **Role Number** | TBC | |
| **ANZSCO Code** | 252411 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | 27 September 2019 | **REF: JJ 0127** |
| **Agency Website** | <http://www.juvenile.justice.nsw.gov.au/> | |

# Primary purpose of the role

Provide occupational therapy assessment, consultation, therapeutic interventions and professional services within a multidisciplinary team to support children and young people, their families and carers.

# Key accountabilities

* Provide best practice and specialist Occupational Therapy support services to children and young people, their families and carers to improve client outcomes.
* Manage a caseload of children and young people who have experienced abuse and maltreatment and their families/carers and measure the outcome of intervention strategies to ensure appropriate support is provided and positive outcomes are achieved
* Work collaboratively as a member of multidisciplinary team and in partnership with other services to support planning, building team cohesiveness and resolving issues.
* Establish and maintain strong relationships with public sector agencies, non-government organisations and community groups to facilitate a person-centered approach in developing and delivering intervention programs.
* Uphold professional standards by keeping abreast of practice developments, government policy and statutory requirements, including participation in ongoing professional development activities such as occupational therapy forums, in-service programs, conferences and workshops to maintain and update professional knowledge and skills, and incorporate these into service delivery.
* Maintain accurate files and records in compliance with relevant policies, procedures and professional requirements
* Participate in professional supervision and relevant development activities to ensure good practice standards in providing occupational therapy support to children and young people who have experienced abuse and maltreatment.

**Additional Key Accountabilities (Grades 2-4)**

In addition to performing all facets of Occupational Therapy as outlined above grades 2-4 are responsible for the following accountabilities:

# Grade 2:

* Responsible for a specific clinical section within an Occupational Therapy Unit which involves the supervision of at least one other Occupational Therapist.

# Grade 3:

* Responsible for a specific clinical section within an Occupational Therapy Unit which involves the supervision of more than 6 other Occupational Therapists
* Perform Student Unit Supervisor duties on a full-time basis
* Manage an Occupational Therapy Unit containing 1-5 other Occupational Therapists
* Provide professional supervision to Grade 1/2 Occupational Therapists and support other staff to ensure appropriate and high quality supports are delivered consistent with the relevant legislative framework, guidelines, principles and professional and ethical requirements.
* Review and evaluate the occupational therapy activities of the team, in conjunction with the Clinical / Line Manager to ensure quality, outcome focused supports are delivered.

**Grade 4:**

* Manage an Occupational Therapy Unit containing 6-14 other Occupational Therapists.
* Identify and make recommendations on professional practice improvements and occupational therapy systems in order to inform policy and procedural change.
* Utilize organisational client information and communication systems to maintain current and accurate records in compliance with relevant legislation, policies and procedures.
* Provide expert advice, consultation, reports, correspondence, briefing notes or submissions in order to inform senior management of complex or critical speech occupational pathology issues.
* Provide clinical supervision and guidance for team quality improvement projects to Grade 3 occupational therapists.

# Key challenges

* Balancing provision of occupational therapy support with administrative tasks within available resources
* Maintaining up to date knowledge of a wide range of relevant policies, practices and statutory requirements.
* Provide good practice standards of occupational therapy supports in a dynamic environment with changing funding and service delivery requirements.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Line Manager and clinical supervisor | * Report directly to Line manager * Escalate issues, seek direction, advice and support * Provide information and feedback * Work collaboratively to implement agency strategic plan and critically reflect on and continually improve service delivery |
| Team Members | * Work collaboratively to facilitate a person centred approach to supporting children and young people * Occupational Therapists level 4 supervise and coach occupational therapy staff at level 1/2 and 3 to develop their professional capability. |
| FACS and NGO Caseworkers and Managers | * Liaise to ensure the provision of timely and accurate advice when requested * Develop and maintain effective working relationships |
| FACS NSW Occupational Therapists | * Work collaboratively to meet peer support needs and develop, implement and review quality improvement projects. |
| **External** |  |
| Children, young people and their families and carers | * Provide occupational therapy services as assessed and identified. |
| Non-government Organisations / Community | * Liaises and consults with a broad range of health and other professionals, community agencies and organisations on occupational therapy issues and initiatives. * Maintain strong relationships that ensure collaborative services for people with disability |

# Role dimensions

## Decision making

* Determines the most appropriate intervention strategies and designs a program of support for children and young people who have experience abuse and maltreatment according to their assessed needs.
* Identifies where care and support issues should be prioritised and escalated.
* Maintains a degree of independence to develop a suitable approach in managing the workload, as well as that of supervised staff, and provision of advice and recommendations as well as input to the development of relevant systems, frameworks, team planning and projects.

## Reporting line

## Manager Psychological and Specialist Services

## Direct reports

## Grades 2-4 have supervisory responsibility

## Budget/Expenditure

Nil

# Essential requirements

* Degree in Occupational Therapy from a recognised tertiary institution.
* Current occupational therapy registration with the Occupational Therapy Board of Australia.
* Understand and apply Australian occupational therapy competency standards
* Demonstrated commitment to ongoing professional development.
* Current, valid driver’s licence and a willingness to drive

Appointments are subject to reference checks. Some roles may also require the following checks/ clearances:

* National Criminal History Record Check in accordance with the Disability Inclusion Act 2014
* Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012

# Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at <http://www.psc.nsw.gov.au/sector-support/capability-framework>.

## Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

|  | | NSW Public Sector Capability Framework | | |
| --- | --- | --- | --- | --- |
| **Capability Group** | **Capability Name** | | **Entry Level** | **Level 2-4** |
|  | Display Resilience and Courage | | **Adept** | Adept |
| Act with Integrity | | Intermediate | Adept |
| Manage Self | | Foundational | Adept |
| Value Diversity | | Intermediate | Adept |
|  | Communicate Effectively | | **Intermediate** | Adept |
| Commit to Customer Service | | **Adept** | Adept |
| Work Collaboratively | | Intermediate | Adept |
| Influence and Negotiate | | Foundational | Adept |
|  | Deliver Results | | Foundational | Adept |
| Plan and Prioritise | | Foundational | Adept |
| Think and Solve Problems | | **Foundational** | Adept |
| Demonstrate Accountability | | Foundational | Intermediate |
|  | Finance | | Foundational | Intermediate |
| Technology | | Foundational | Intermediate |
| Procurement and Contract Management | | Foundational | Intermediate |
| Project Management | | **Foundational** | Intermediate |

## Capability Group for Grades 2-4 who have supervisory responsibility

| NSW Public Sector Capability Framework | | |
| --- | --- | --- |
| **Capability Group** | **Capability Name** | **Level** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Manage and Develop People** |  |  | **Adept** |
| Inspire Direction and Purpose |  |  | Intermediate |
| Optimise Business Outcomes |  |  | Intermediate |
| Manage Reform and Change |  |  | Intermediate |

## Focus capabilities

The focus capabilities for the role are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the role’s key accountabilities.

| NSW Public Sector Capability Framework | | |
| --- | --- | --- |
| **Group and Capability** | **Level** | **Behavioural Indicators** |
| **Personal Attributes**  Display Resilience and Courage | Adept | * Be flexible, show initiative and respond quickly when situations change * Give frank and honest feedback/advice * Listen when ideas are challenged, seek to understand the nature of the criticism and respond constructively * Raise and work through challenging issues and seek alternatives * Keep control of own emotions and stay calm under pressure and in challenging situations |
| **Relationships**  Communicate Effectively | Intermediate | * Focus on key points and speak in ‘Plain English’ * Clearly explain and present ideas and arguments * Listen to others when they are speaking and ask appropriate, respectful questions * Monitor own and others’ non-verbal cues and adapt where necessary * Prepare written material that is well structured and easy to follow by the intended audience * Communicate routine technical information clearly |
| **Relationships**  Commit to Customer Service | Adept | * Take responsibility for delivering high quality customer-focused services * Understand customer perspectives and ensure responsiveness to their needs * Identify customer service needs and implement solutions * Find opportunities to co-operate with internal and external parties to improve outcomes for customers * Maintain relationships with key customers in area of expertise * Connect and collaborate with relevant stakeholders within the community |
| **Results**  Think and Solve Problems | Foundational | * Find and check information needed to complete own work tasks * Identify and inform supervisor of issues that may impact on completion of tasks * Escalate more complex issues and problems when these are identified * Share ideas about ways to improve work tasks and solve problems * Suggest improvements to work tasks for the team |
| **Business Enablers**  Project Management | Foundational | * Plan and deliver tasks in line with agreed schedules * Check progress against schedules, and seek help to overcome barriers * Participate in planning and provide feedback about improvements to schedules |

## Focus Capability for Grades 2-4 who have supervisory responsibility

| NSW Public Sector Capability Framework | | | |
| --- | --- | --- | --- |
| **Group and Capability** | **Level** | **Behavioural Indicators** | |
| **People Management**  Manage and Develop People | Adept | | Define and clearly communicate roles and responsibilities to achieve team/unit outcome  Negotiate clear performance standards and monitor progress  Develop team/unit plans that take into account team capability, strengths and opportunities for development  Provide regular constructive feedback to build on strengths and achieve results  Address and resolve team and individual performance issues, including unsatisfactory performance in a timely and effective way  Monitor and report on performance of team in line with established performance development frameworks |