



Paediatric Occupational Therapist – Full time

BACKGROUND:

EarlyEd is a not-for-profit early childhood intervention service that has been providing services since 1979. We provide flexible, family-centred services in accordance with recommended practices in early childhood intervention.

Our teams include: early childhood special educators, speech pathologists, occupational therapists, physiotherapists, family support workers and classroom assistants who provide a variety of programmes at our centres at North Sydney and Rosehill, and within the community.

These programmes include: Early Learners groups; individual sessions, School Readiness programmes, consultancy support to mainstream early childhood settings; home visits and family support. The occupational therapist is involved in all aspects of EarlyEd programmes.

Location:

This position is based at our North Sydney centre.

Hours of Employment

This position is full time.

Usual hours of work are Monday – Friday 8.30am – 4.30pm (including a ½ hour unpaid lunch break).

Salary & conditions

Salary and conditions will be paid according to the Early Education (EarlyEd) Inc Enterprise Agreement 2010. As a not-for-profit organisation we are able to offer generous salary packaging.

Selection Criteria

Essential

- Approved qualification in Occupational Therapy
- Eligibility for membership of OT Australia
- Training and experience in Sensory Integration
- Experience in working with young children with delays/disabilities and their families .
- Commitment to flexible family-centred practice
- Ability to work effectively as part of a transdisciplinary team
- Highly developed interpersonal and communication skills.
- Highly developed time management and organisational skills.
- Excellent interpersonal, written and oral communication skills
- Current driver's licence and use of own car

Desirable:

- Experience in working with families and children from culturally diverse backgrounds
- Ability to speak a second language
- Use of signing and knowledge of alternate communication systems
- Membership of ECIA (Early Childhood Intervention Australia)

Applications close 6th February

Applicants **MUST** address the selection criteria and send their application with a c.v. that includes the names and contact details of 2 professional referees.

Applicants that do not address the selection criteria will not be considered.

Send applications to Simone Gerber, Director email: jobs@earlyed.com.au



EARLY EDUCATION (EARLYED) INC.

POSITION: Occupational Therapist

RELATIONSHIPS:

Accountable to: Director
Team Leader/s
Management Committee

Interpersonal Relationships: Internal

Director
Team Leader/s
Other EarlyEd staff

External

Families accessing EarlyEd services
Disability service providers
Other professionals and the community

PURPOSE OF POSITION:

The worker will utilise their skills and knowledge in occupational therapy to provide flexible family-centred services to children with a disability and their families, within the context of a transdisciplinary early childhood intervention service.

PRIMARY OBJECTIVES:

1. To provide interventions as negotiated, to address issues identified as priorities by the family.
2. To provide adequate and timely information to assist families in decision-making.
3. To promote the development of positive relationships with children and families, which are characterised by warmth, personal respect, support and responsiveness.
4. To promote a positive image of Early Education (EarlyEd) Inc. within the local community and the fields of early childhood and early childhood intervention

KEY RESPONSIBILITIES

Service delivery

1. To identify the strengths and needs of children with delayed development, in liaison with the family, members of the EarlyEd team and other relevant professionals.
2. To develop, implement and evaluate individualised developmentally appropriate programmes based on the individualised family service plans (IFSPs), in collaboration with families and all relevant staff.
3. To provide evidence-based interventions that address identified goals.
4. To provide on-going support, education and resources to families and carers that enhances family interactions with their child and informs their decision-making.
5. To provide early special education input into programmes within the context of a transdisciplinary early childhood intervention service.
6. To act as service co-ordinator for families in accordance with EarlyEd's policies and procedures.

Team Participation

1. To liaise with other team members regarding the specific needs of children and families
2. To work in partnership with other staff to provide a co-ordinated effective transdisciplinary programme for children and their families
3. To promote a co-operative and co-ordinated team and to enhance good staff morale.
4. To attend and participate in regular staff meetings as required.
5. To participate in working parties to develop resources and share information and other duties as required.

Accountability

1. To ensure appropriate administrative and developmental and programming records are kept on all children in accordance with EarlyEd's protocols and procedures.
2. To provide reports, letters and correspondence in accordance with EarlyEd's protocols and procedures.
3. To ensure own work is completed and recorded in a timely fashion
4. To ensure familiarity with and act in accordance with all EarlyEd's policies and procedures
5. To ensure the application of ethical, legislative and regulatory requirements
6. To ensure reporting requirements are completed including maintaining statistics as required by funding bodies.
7. To maintain confidentiality and sensitivity to privileged information about children, families, staff, management and the operation of the service at all times.

Community Partnerships

1. To liaise with other relevant professionals regarding the specific needs of children and families
2. To work in partnership with other professionals to provide a co-ordinated effective service for children and their families
3. To contribute to the development of community awareness of the needs and rights children with a disability.
4. To cultivate positive relationships with community groups and professional networks through participation in working parties, committees e.g. ECIA, ECIC
5. To maintain a positive professional reputation and act as an ambassador for the organization.
6. To participate in the delivery of educational talks, seminars and workshops to relevant community groups and families

Professional development and participation

1. To participate in own staff performance appraisal
2. To participate in internal and external professional development opportunities as appropriate
3. To participate in the supervision and support of students/visitors to the programme as negotiated with the Director.
4. To participate in the preparation of resources including: information handouts, newsletters and training packages

Other tasks

as required