



POSITION DESCRIPTION

Position:	Educational Therapeutic Specialist – Navigator Program
Organisation:	Australian Childhood Foundation
Location:	Bairnsdale (Co-located at Uniting Bairnsdale), with travel across Outer Gippsland
Hours of Work:	15.2 hours per week (0.4 EFT). After hours in accordance with service requirements)
Term:	Fixed Term until 31 December 2027
Accountability:	Executive Director Therapeutic Services or delegate

Introduction

The Australian Childhood Foundation has a strong reputation for delivery of clinical services, professional training and secondary consultation programs built upon contemporary evidence and based upon theoretical frameworks including the neurobiology of trauma, attachment and relational theories and child development. This theoretical framework provides the foundation upon which all elements of care and intervention are provided by our Therapeutic Services programs.

The Foundation currently provides a range of innovative therapeutic services including specialist assessments and trauma counselling services for children, young people and their families who have experienced abuse and family violence, harmful sexual behaviour treatment programs for children and young people and therapeutic models of foster, residential and kinship care in Victoria, Tasmania, ACT, South Australia, Western Australia, New South Wales and the Northern Territory. The Foundation is responsible for delivering the specialist therapeutic services within therapeutic out of home care programs which are delivered in partnership with a range of foster and residential care providers nationally.

The Foundation's Therapeutic Services include a range of programs that seek to address the impact of trauma on the child's emotional, psychological, behavioural and social functioning, and support and resource key relationships and systems around the child to support the healing process for children and young people. This position will actively work alongside local organisations in the delivery of programs and services.

The primary objectives of our therapeutic service are to:

- promote the ability of children and young people to recover from the effects of abuse, trauma and loss;
- resource carers and others to provide nurturing, therapeutic, reparative care for children and young people who present with complex needs and challenging behaviours using a trauma framework;
- ensure that children and young people are provided with opportunities and assistance to participate in decisions that affect their lives;
- ensure a multi-systemic, integrated, coordinated, consistent and holistic response to the needs of children, young people and parents/carers;
- promote placement stability for children and young people living in care and improve opportunities for them to successfully transition from more intensive to less intensive placement options, to reunify with family, or have a robust leaving care plan;
- work with families in a supportive, inclusive, and respectful way; and,
- ensure that meaningful planning occurs in regard to the cultural needs of Aboriginal and other culturally diverse children and young people.

1. KEY FUNCTION OF THE POSITION

The Navigator Program (Navigator) is a Department of Education initiative that provides intensive case management and assertive outreach support to young people who have disengaged from education. The service is delivered by community agencies that work closely with local schools and Area teams to support young persons aged 12 - 17 to re-engage back into education.

The Navigator Program Outer Gippsland is a partnership between the Department of Education and Uniting, with the Australian Childhood Foundation (ACF) being sub-contracted by Uniting to provide some service within this. The program utilises a trauma-informed, culturally safe, assertive case management model to respond to challenges experienced by young people aged 12 – 17 years, with the goal of re-engaging students in education. The model includes case management, trauma-informed comprehensive educational assessments, active hold services, and training for school staff.

The ACF Educational Therapeutic Specialist within the Navigator program provides short term therapeutic parenting support, short term therapeutic support with the young person if needed, specialist Educational Needs Assessments, consultation and support to Navigator Program case managers, limited specialist support to care teams in relation to Educational Needs Assessments that are completed, coaching educators within education settings, and some limited training to schools.

2. SPECIFIC RESPONSIBILITIES

2.1 Therapeutic Support

The Educational Therapeutic Specialist will:

- Provide short term therapeutic parenting support to parents and carers referred to ACF for this service.
- Provide short term therapeutic support with the young person if needed.
- Provide and participate in a coordinated, effective, and timely response to children, young people, families and services, in the implementation of the program including assessment procedures, needs identification, risk assessment, practice guidelines, case documentation and transition planning.
- Undertake Educational Needs Assessments (ENAs) for young people if needed.
- Provide recommendations as a key part of the ENA process to support trauma-informed classrooms and care environments that support young people's learning needs.
- Work directly with schools across Outer Gippsland to implement recommendations relating to the creation of trauma informed learning environments where schools are open to this occurring.
- Provide Trauma Informed Classroom Coaching into designated schools to support the learning needs of specific young people.
- Provide secondary consultation and professional development to other professionals and organisations working with young people referred, as well as attend case meetings.
- Participate in the development of innovative program initiatives that effectively meet the needs of young people who are vulnerable and/or who have experienced trauma.

2.2 Specialist Support and Training

The Educational Therapeutic Specialist will:

- Contribute to the collaborative development of specialist trauma-based training to identified educators, professionals and community stakeholders to promote a shared understanding and approach to the care and support needs of young people and deliver training as required. It is anticipated that a minimum of 4 days of training will be facilitated by the Educational Therapeutic Specialist.
- Contribute to the collaborative development of written resource material for distribution to families, identified educators, professionals and community stakeholders on issues such as responding to the needs and functioning of young people who have experienced trauma.
- Participate in the development of innovative program initiatives that effectively meet the needs of young people who are vulnerable and/or who have experienced trauma. This may include facilitation of reflective practice and secondary consultation with identified schools who may find such pathways more accessible than training.
- Participate as an active member of operational groups and panels and maintain regular, planned consultation with key stakeholders as agreed with regard to the needs of the young person, family and other key stakeholders.
- Provide secondary consultation concerning the needs of young people referred to the program to all members of that young person's network where invited to do so.

2.3 Advocacy, research, and training

The Educational Therapeutic Specialist will:

- Promote the rights of children and young people to safety and security at an individual case practice level.
- Contribute to the ongoing review of public policies and practices that affect children and young people, particularly in relation to their educational needs.
- Participate, engage, and support the research activities of the organisation.
- Assist in the development and support the implementation of evaluation protocols for this program as required.
- Ensure that protocols with relevant agencies are followed.
- Develop and maintain effective liaison between all relevant parties involved with children, young people, and their families.

2.4 Supervision and Team Building

The Educational Therapeutic Specialist will:

- Work collaboratively as a member of a multi-disciplinary, multi-agency program, actively participating in Navigator team and program meetings, and program sponsored events in the community.
- Demonstrate clinical leadership and provide advice and consultation to other team members as required.
- Participate in ACF Therapeutic Services program meetings and training, organisation workshops and meetings, and other meetings as required.
- Attend and contribute to regular supervision with designated line supervisors and managers.
- Participate in group supervision and other forms of in-service training.
- Positively support and contribute to team building activities across the Navigator team and the broader ACF Therapeutic Services team.

2.5 Administration Requirements

The Educational Therapeutic Specialist will:

- Meet all administrative requirements of the Australian Childhood Foundation.
- Meet all administrative requirements of the Navigator Program Outer Gippsland partnership.
- Meet all program documentation standards and requirements and contribute to the development of the organisation's policies and practice guidelines.
- Maintain required data bases to ensure accurate reporting.
- Develop relevant program documentation in consultation with the Team Leader and Senior Manager.

2.6 Program Development, Implementation, and Review

The Educational Therapeutic Specialist will:

- Participate in program development, implementation and review of the program, working collaboratively to contribute to the successful delivery of the program.
- Be involved in the implementation and adherence to quality assurance measures within the program, including the development of quality assurance and quality improvement frameworks for therapeutic service delivery.
- Participate in and follow the requirements of the Australian Childhood Foundation Quality Management Systems.
- Establish and maintain positive relationships with the key stakeholders relevant to this program.

2.7 Other duties

The Educational Therapeutic Specialist will:

- Perform other duties as required by the CEO/Deputy CEO.

3. CODES OF PROFESSIONAL CONDUCT

The Educational Therapeutic Specialist will:

- Abide by the policies of Australian Childhood Foundation.
- Observe the Code of Practice of the Australian Association of Social Workers, the Australian Psychological Society or other relevant professional body.
- Adhere to and promote the Foundation's Code of Conduct.

4. MANDATORY QUALIFICATIONS, EXPERIENCE AND QUALITIES

- An appropriate tertiary qualification in Psychology, Social Work, or a related discipline.
- Eligibility for membership of the relevant professional association.
- Demonstrated knowledge of trauma, attachment, developmental, disability and neurobiology frameworks and theories.
- Knowledge of and expertise in delivering a range of appropriate therapeutic interventions to children, young people and their families.
- Highly developed ability to provide secondary consultation other professionals.
- Demonstrated capacity to communicate effectively and positively within a team environment.
- Demonstrated commitment to a learning culture and continuous improvement.
- Demonstrated ability to work flexibly and responsively in a dynamic environment.
- Demonstrated commitment to working collaboratively, maintaining effective relationships and partnerships, and the capacity to negotiate and liaise with individuals who make up the network of support around children and young people, including their families, carers, Department of Education, child protection, other agencies, and the community.
- Personal values consistent with the values of the organisation.
- A current driver's licence and working with children check.

5. PREFERRED SKILLS AND ATTRIBUTES

- Post Graduate qualification or additional training in relevant child, adolescent, and family clinical practice.
- Have completed training and have an operational understanding of MARAM, FVISS and CISS.
- Capacity to articulate and relate theory to practice in a training environment.
- Extensive knowledge of child welfare and child protection and relevant legislation.
- Understanding of child advocacy and related areas.
- Experience in program development, monitoring, and evaluation.

6. SAFEGUARDING CHILDREN POLICY

The Australian Childhood Foundation is an accredited Safeguarding Children Organisation. The successful applicant is required to comply with the Foundation's child protection policies and Code of Conduct at all times.

The Foundation's staff will not directly or indirectly cause children and young people to be abused, harmed, or suffer any form of exploitation at all times. It is also a requirement that staff will not access or cause others to access, view or download any form of child sexual abuse and exploitation material at all times.

7. ORGANISATION DESCRIPTION

Australian Childhood Foundation was formed as the Victorian Society for the Prevention of child Abuse and neglect (VICSPCAN) in 1986 with its primary aim to advocate on behalf of children who have suffered abuse and neglect. It is a non-profit, non-government organisation that has made substantial achievements in the prevention of child abuse through education, advocacy, research, and specialised therapeutic services to abused children and their non-offending family members. Australian Childhood Foundation is committed to E.E.O principles and a smoke-free workplace.