

# Position Description



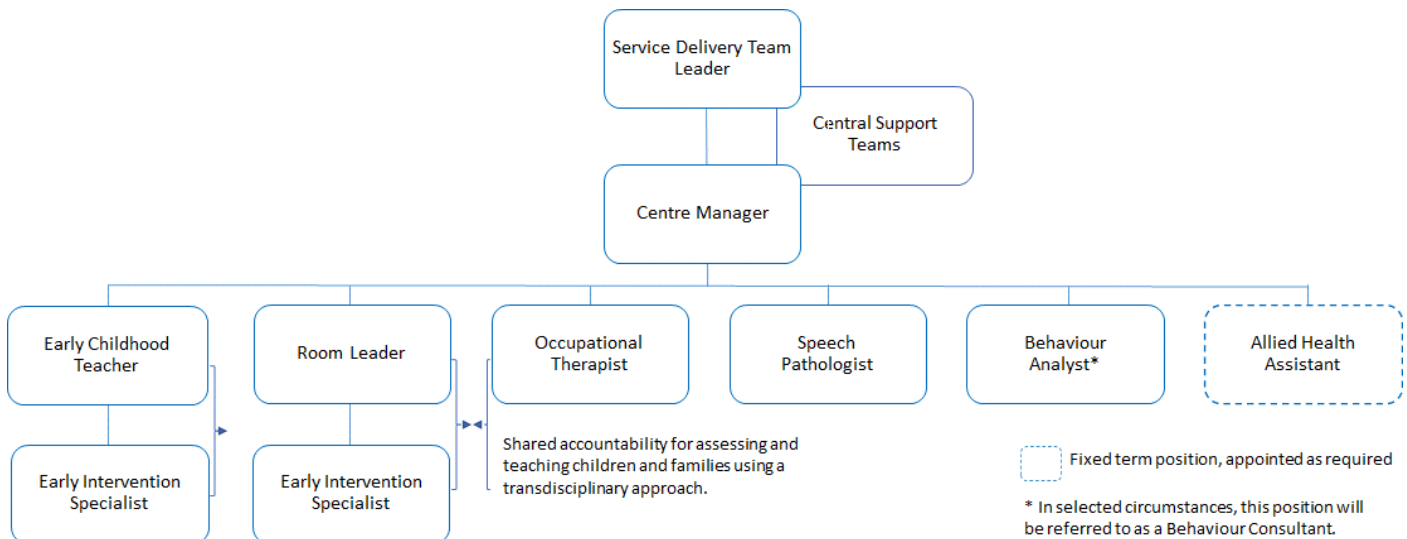
## Behaviour Analyst or Behaviour Consultant

<b>Tenure/Status:</b>	Permanent Full-time	<b>Location:</b>	Various
<b>Classification:</b>	EBA	<b>Probation Period:</b>	6 months
<b>Reporting to:</b>	Centre Manager	<b>Other:</b>	

### Position Purpose

A Behaviour Analyst/Consultant operates within an early learning framework and provides specialised therapy support for children with autism spectrum disorder, their families, and carers. The Behaviour Analyst/Consultant will be working within a team, contributing to Individual Plans to support children to maximise their cognitive and social capabilities, and to reduce or eliminate maladaptive behaviour. The Behaviour Analyst/Consultant provides training and supervision to team members in their area of expertise including how to observe and deliver behavioural interventions.

### Reporting Relationships



### Key Stakeholders

- Families (including Parents and Carers)
- Children
- Approved External Agencies
- Centre Manager
- Transdisciplinary Team
- Program Delivery Team
- Central Program Support Team

## Responsibilities

Area	Responsibilities
<b>Evidence-based analysis and best practice early intervention</b>	<ul style="list-style-type: none"> <li>Identify child developmental needs in collaboration with families using a range of approved assessment tools, methodologies, and key inputs (including NDIS goals and Early Years Learning Framework outcomes).</li> <li>Co-design and review Individual Plans (IP) for children using the agreed inputs (including child developmental needs analysis, family feedback, and clinical observations).</li> <li>Work as part of a transdisciplinary team to provide highly skilled, autism-specific, early intervention within the AEIOU framework and schedule.</li> <li>Monitor, evaluate and review the implementation of programs against set goals (identified in Individual Plans) by using child progress data sets and clinical observations.</li> </ul>
<b>Positive child and family experience</b>	<ul style="list-style-type: none"> <li>Provide a nurturing and encouraging environment for children, where their growth and development is celebrated.</li> <li>Provide timely and concise information to families on their child's progress.</li> <li>Support families by providing regular engagement, and training and education opportunities (to parents/carers) to help further develop child outcomes in the home and community.</li> <li>Enable collaboration with other approved agencies to facilitate enhanced outcomes for children and families.</li> <li>Provide input into the design, delivery, and continuous improvement of family and community awareness and education sessions and capacity building.</li> </ul>
<b>Clinical governance</b>	<ul style="list-style-type: none"> <li>Provide high-quality and timely data and reports using the relevant AEIOU toolset.</li> <li>Use professionally acquired knowledge, skills, and attributes to safely and competently practice your profession in Australia and contribute to AEIOU compliance and governance requirements.</li> <li>Collaborate with the transdisciplinary team [on site] to ensure a minimum standard of early intervention strategies and teaching is provided to all children and families.</li> </ul>
<b>Clinical leadership and resource development</b>	<ul style="list-style-type: none"> <li>Provide scheduled, clinical supervision and mentoring to employees (including Early Intervention Specialists (EIS), Allied Health Assistants, and Graduate Placements) to ensure program fidelity and treatment integrity (in line with behaviour intervention guidelines at AEIOU).</li> <li>Continue professional development and share knowledge across the AEIOU community including centre-based, research, and central office teams.</li> <li>Acquire and manage physical and digital resources to enhance child, family, and community learning opportunities.</li> </ul>
<b>Clinical programming</b>	<ul style="list-style-type: none"> <li>Provide timely and optimised therapeutic programs for high intensity therapy sessions.</li> <li>Participate in continuous reviews of individual and group therapy and transition programs within centres and non-centre based locations</li> <li>Coordinate development and implementation of Positive Behaviour Support plans (as the registered Behaviour Support Analyst/Consultant) under NDIS requirements.</li> </ul>
<b>Employee performance</b>	<ul style="list-style-type: none"> <li>Provide input into the ongoing performance review and improvement of AEIOU employees and partners.</li> <li>Recognise and celebrate individual and team success in a timely and meaningful way.</li> </ul>
<b>Operational support</b>	<ul style="list-style-type: none"> <li>Provide clinical and operational support to the Centre Manager for enhanced resourcing and onboarding, family engagement, and incident/accident management.</li> </ul>

## Organisational responsibilities

- Role model AEIOU values and demonstrate excellence in professional practice and ethical behaviour
- Comply with AEIOU policies and procedures, including:
  - Workplace, Health and Safety directives and practices
  - Employee Code of Conduct
- Ensure AEIOU resources and equipment are used efficiently and economically
- Contribute to arranging and maintaining the indoor/outdoor areas in a visually stimulating, safe, and hygienic condition

## Selection Criteria

### Preferred qualification(s):

- Behaviour Analyst position: Board Certified Behaviour Analyst (BCBA)
- Behaviour Consultant position: Masters in Applied Behaviour Analysis or studying towards BCBA exam or Board-Certified Assistant Behaviour Analyst (BCaBA) will be considered

### Essential:

- QLD: Ability to obtain Positive Blue Card
- SA: Positive Working with Children Check
- ACT: Positive Working with vulnerable people (WWVP) registration
- NDIS Worker Screening Check

### Job Knowledge / Ability

- Minimum of 1-year experience as a behaviour analyst or similar position
- Demonstrated knowledge and understanding of the principles of behavioural interventions (including Applied Behaviour Analysis [ABA and other complementary models of practice)
- Experience working with a curriculum and teaching children with autism spectrum disorder (ASD)
- Knowledge of typically developing children from birth to school aged children is desired
- Willingness to continue to learn evidence-based intervention strategies and ASD-specific techniques
- Demonstrated commitment to best practice, continuing professional and personal development
- Demonstrated ability to work collaboratively with team members (including clinical supervision), families, and external providers
- Knowledge of relevant standards and legislation in Australia is desired

## Competencies

<b>Communication</b>	Well-developed interpersonal, oral, and written communication skills, including documentation of work and preparation of reports
<b>Family &amp; Child Focus</b>	Develop and maintain open and collaborative relationships with all families
<b>Teamwork</b>	Promote cooperation and commitment within the team to achieve goals and deliverables.
<b>Transdisciplinary Agility</b>	Work independently and collaboratively within a transdisciplinary team to deliver best practice early intervention for children with autism spectrum disorder
<b>Initiative</b>	Exemplify personal drive and integrity – take personal responsibility for meeting objectives, showing initiative, and committing energy to see that goals are achieved
<b>Time Management</b>	Adopts an efficient, effective, and systematic approach to daily workload management

