

Position Description

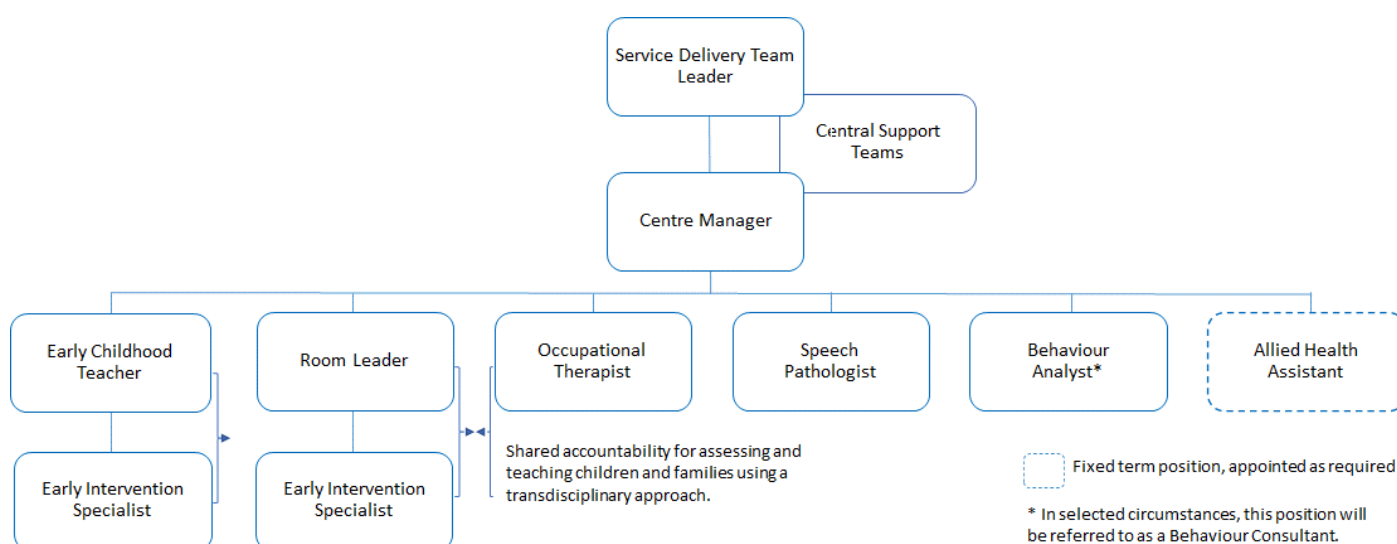
Early Intervention Specialist

Tenure/Status:	Permanent Full-time	Location:	Various
Classification:	EBA	Probation Period:	6 months
Reporting to:	Early Childhood Teacher/Room Leader	Other:	

Position Purpose

The Early Intervention Specialist operates within an early learning framework and provides programmed learning opportunities for children with autism spectrum disorder, within a long day care setting. Under the supervision of a transdisciplinary team, the Early Intervention Specialist helps to implement and deliver Individual Plans responding to the individual strengths and interests of children and families.

Reporting Relationships



Key Stakeholders

- Families (including Parents and Carers)
- Children
- Transdisciplinary Team
- Program Delivery Team
- Central Program Support Team

Responsibilities

Area	Responsibilities
Best practice early intervention	<ul style="list-style-type: none"> • Work as part of a transdisciplinary team to provide skilled, autism-specific, early intervention within the AEIOU framework and schedule. • Participate in clinical supervision and program onboarding (as the scheduled recipient). • Continue learning in the areas of early childhood development including self-help, play/social skills, motor skills, emotional regulation, and early learning skills.
Data collection	<ul style="list-style-type: none"> • Provide high-quality and timely data and reports using the relevant AEIOU toolset. • Provide feedback to the team regarding observations and data collected (in relation to a child's Individual Plan).
Positive child and family experience	<ul style="list-style-type: none"> • Provide a nurturing and encouraging environment for children, where their growth and development is celebrated. • Contribute to parent and carer communication and engagement by providing observations of the child via the Room Leader/Teacher updates (or face-to-face as required).
Operational support	<ul style="list-style-type: none"> • Assist Early Childhood Teacher or Room Leader Teacher in program set-up/re-set/pack down of learning spaces. • Contribute to the classroom organisation including the production, organisation and maintenance of appropriate curricular resources and teaching materials. • Perform a range of health, safety, and quality checks for centre opening and closing. • Provide operational support to the Centre Manager when delegated (including as 'Responsible Person' (ACECQA) during Centre Manager absences).
Compliance	<ul style="list-style-type: none"> • Complete administrative tasks including incident reports, safety checklists, risk assessments and any others (as required). • Adhere to state and federal legislation / regulations and standards (including the National Quality Standards).

Organisational responsibilities

- Role model and embrace 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 – ensuring that conduct reflects our commitment to a workplace that is free from harassment and inclusive
- 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):

- Diploma of Early Childhood Education and Care or studying towards (ACECQA approved)
- Minimum Cert III Children's Services
- Relevant degree or studies completed within the field of child development or allied health

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
- Current first aid certificate (HLTAID004)
- Asthma & anaphylaxis (EY only)

Job Knowledge / Ability - Early Years and Clinical

- Experience in working with children with autism spectrum disorder (ASD) is desired
- Knowledge of typically developing children (from birth to school age) and theories of early childhood development / Early Years Learning Framework is desired
- Willingness to continue to learn evidence-based intervention strategies and ASD-specific techniques
- Knowledge of relevant legislation (including Child Protection Law and the National Quality Standards)
- Understanding of the provision of safe, well planned, indoor and outdoor learning environments
- Knowledge of how to successfully implement an individualised therapy program is desirable
- Strong ability to document observations, collect data and follow plans relating to children's behaviour and development

Competencies

Communication	Well-developed interpersonal, oral, and written communication skills including documentation of work and preparation of reports
Family, Carer & Child Focus	Develop and maintain open and collaborative relationships with all families
Teamwork	Promote cooperation and commitment within the team to achieve goals and deliverables.
Initiative	Exemplify personal drive and integrity – take personal responsibility for meeting objectives, showing initiative, and committing energy to see that goals are achieved
Time Management	Adopt an efficient, effective, and systematic approach to daily workload management

