

# POSITION DESCRIPTION

## Program Manager

<b>Essential Qualification(s):</b>	<i>Open to all disciplines, who hold:</i> <b>Behaviour:</b> Post Graduate studies in Applied Behaviour Analysis or equivalent <b>Occupational Therapy:</b> Current national registration as an Occupational Therapist <b>Speech Pathologist:</b> Bachelor in Speech Pathology or equivalent Member of Speech Pathology Australia <b>Educator:</b> Approved ACECQA Bachelor of Education (Early Childhood) or equivalent Early Childhood qualification	<b>Essential licence(s):</b>	Eligible to obtain a Positive Blue Card
<b>Classification:</b>	AEIOU Enterprise Agreement		
<b>Reporting to:</b>	Head of Clinical Delivery	<b>Authorities in your absence:</b>	Head of Clinical Delivery

### AEIOU Foundation

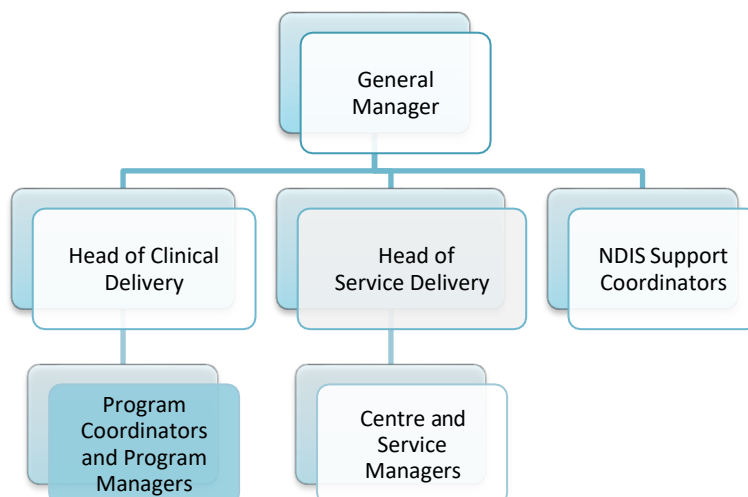
AEIOU Foundation's evidence-based intensive early intervention program provides opportunities for children with autism to achieve lifelong outcomes.

Our program is designed for children aged 2 to 6 years who have moderate to severe needs. Our curriculum, which meets international standards, is delivered by a transdisciplinary team of qualified therapists and educators, with a high staff-to-child ratio.

AEIOU Foundation is proud to employ highly qualified and experienced staff across our centres and we are committed to maintaining and improving skills and knowledge through a rigorous professional development program.



## Reporting Relationships



## Position Purpose

Reporting to the Head of Clinical Delivery, the Program Manager will be responsible for the supervision, education and training of the transdisciplinary team which includes behaviour therapists, occupational therapists, speech pathologists, teachers and learning facilitators.

The role will ensure the program is implemented effectively and collaboratively within a transdisciplinary team to deliver evidenced based early intervention that assists each child to maximise their cognitive and social capabilities, and to reduce or eliminate maladaptive behaviour utilising the scientific principles of behaviour analysis.

## Responsibilities

<b>Program and Organisational Leadership</b>	<ul style="list-style-type: none"> <li>Act as a professional role model and a credible resource by demonstrating and disseminating knowledge and advanced expertise in area of discipline and principles of behaviour analysis</li> <li>Ensure high standards of care that promotes early intervention, accessible, responsive and evidence based best practice to provide the best outcome for children</li> <li>Focus on continued improvements to program and curriculum, seeking internal and external information to ensure that best practice is achieved, including collaborations with other professionals within the industry</li> <li>Delivery of training to staff and parents</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>Supervise, train and monitor the development of individual plans and select curriculum goals.</li> <li>Provide high quality Functional Behavioural Assessments (e.g. brief functional analysis), and develop positive behaviour support plans and monitor implementation</li> <li>Evaluate and monitor data to achieve high levels of acquisition</li> <li>To ensure that regular feedback is provided to parents on their child's development and progress</li> <li>participate in the development of research opportunities within the organisation when necessary</li> <li>Development of resources to support the implementation of strategies across the AEIOU Curriculum program</li> </ul>
<b>Consultation with Centre/Service Manager and other internal stakeholders</b>	<ul style="list-style-type: none"> <li>Recruitment and selection for new therapists and senior educators</li> <li>Co-lead intake and orientate new families to the centre</li> <li>Orientation, performance reviews, development needs, performance improvement plans and performance management processes, where required.</li> <li>Coordination of volunteer and student placements</li> <li>Program related client issues and complaints</li> <li>Standards required by state regulations and national accreditation standards are adhered</li> <li>In consultation with the Research and Assessment Team, coordinate intake and annual assessments</li> </ul>

<b>Representation</b>	<ul style="list-style-type: none"> <li>• Representation at relevant interagency groups and professional conferences</li> <li>• Representation at centre management team meetings, parent forums and information sessions as required</li> <li>• Representation at centre based out-of-hours activities as required – e.g. fundraising events, parent meetings and parent forums</li> <li>• Provide a consultancy service to transition settings (both government and non-government early childhood settings)</li> <li>• To work with parents to build a relationship where they may volunteer for auxiliary responsibilities, eg. Resource making, MyTime coordinator, fundraising coordinating, Parent Forum chairperson, parent liaison representative.</li> </ul>
<b>Self-Development</b>	<ul style="list-style-type: none"> <li>• To undertake appropriate professional development to maintain a high level of awareness of current scientific and professional information to maintain competence</li> </ul>

## Organisational responsibilities

<ul style="list-style-type: none"> <li>• A commitment to meeting and exceeding AEIOU's vision and mission.</li> <li>• Role model and embrace the organisation's values.</li> <li>• To promote AEIOU to the broader community.</li> <li>• Utilise AEIOU resources and equipment efficiently, economically and honestly.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure conduct reflects our commitment to a workplace that is inclusive and free from harassment.</li> <li>• To comply with AEIOU policies and procedures at all times, including Workplace, Health and Safety directives and practices.</li> <li>• Maintain ethical and professional practice based on the Guidelines for Responsible Conduct for Behaviour Analysts, and other applicable ethics codes and relevant legislations</li> </ul>
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## Key Selection Criteria

<p><i>Essential</i></p> <ul style="list-style-type: none"> <li>• Significant established skills in applying <i>applied behaviour analysis</i> in a transdisciplinary team</li> <li>• Knowledge of the VB MAPP, ACT and RFT desired</li> <li>• Excellent people leadership skills, conflict resolution, and negotiation skills</li> <li>• A strong understanding of and commitment to upholding professional ethics</li> <li>• Completion of relevant qualifications within discipline (as noted in essential qualifications)</li> <li>• Strong foundation in discipline (approx. 3 years after qualification)</li> <li>• Outstanding coaching, interpersonal, influencing, verbal and written communication skills</li> <li>• High level of accuracy, attention to detail and organisational skills</li> <li>• Proven ability to be flexible and creative in solution and trouble shooting</li> </ul>	<p><i>Desirable</i></p> <ul style="list-style-type: none"> <li>• Candidates who have completed a Masters in Applied Behaviour Analysis or commencement in post-graduate studies.</li> </ul>
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