

POSITION DESCRIPTION

Position Title	Clinician, Intervention		
Organisational Unit	The Faculty of Education and Arts		
Functional Unit	Australian Centre for the Advancement of Literacy		
Nominated Supervisor	Clinic Lead, Intervention		
Classification	HEW 6		
CDF Level	HEW 6 CDF1	Position Number	10611640
Attendance Type	Part Time	Date reviewed	13-JUN-2024

ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

Mission Statement: *Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.*

At ACU we pride ourselves on offering a welcoming environment for everyone. At the same time, we are a university committed to standing for something clear. We stand up for people in need and causes that matter. ACU's Mission is central to the University and informs every area – integrating the dignity of the human person, the common good, and ethical and social justice considerations into our core activities of student learning and teaching, research and service.

We are a publicly funded university which has grown rapidly over the past few years. We're young, but we are making our mark: ranking among the top universities worldwide. We have seven campuses around Australia, more than 200 partner universities on six continents, and a campus in Rome, Italy.

We know that our people make us a university like no other. It's your values, action and passion that makes the difference. Whatever role you may play in our organisation: it's what you do that defines who we are.

We value staff, offering excellent leave and employment conditions, and foster work environments where they have the ability to grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

Each portfolio consists of several Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the Mission of the University. In addition, Campus Deans focus on the University's local presence and development of the University at the local 'campus' level. For further information about the University please refer to the Organisation Chart.

All our staff contribute to the achievement of our goals set out in ACU's Vision 2033 and aim to provide high quality services with a strong focus on service excellence. Several frameworks and standards also express the University's expectations of conduct, capability, participation and contribution of staff.

ABOUT THE FACULTY OF EDUCATION AND ARTS

The Faculty of Education and Arts encompasses two schools - the National School of Education and the National School of Arts and Humanities, and four institutes - the Institute for Positive Psychology and Education; the Institute for Learning Sciences and Teacher Education; the Institute of Child Protection Studies; the Institute for Humanities and Social Sciences, as well as the Australian Centre for the Advancement of Literacy, the Clinic for the Advancement of Literacy, the Ancient Israel Program and the Western Civilisation Program. The faculty is recognised nationally and internationally as a leader in teacher education, and for its rapidly rising profile in the humanities and social sciences, especially in the disciplines of history, politics and sociology.

Operating across our campuses in Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield, Blacktown and our Rome campus in Italy, the Faculty is home to a lively, multicultural community of more than 12,000 students and offers an engaging program of teaching and research for students and staff. Through its research collaborations, student exchange programs and community engagement initiatives, the faculty also has strong connections with international universities and an array of government, not-for-profit and private organisations.

ABOUT AUSTRALIAN CENTRE FOR THE ADVANCEMENT OF LITERACY

The Australian Centre for the Advancement of Literacy (the Centre) is a newly established research and teaching centre hosted by the Faculty of Education and Arts at the Australian Catholic University (ACU) in Sydney, Australia. The Centre represent a major investment by ACU on improving the literacy outcomes in Australian schools.

The Australian Centre for the Advancement of Literacy consists of a team of active researchers and practitioners in literacy who are both generating and translating knowledge about evidence-informed literacy instruction and interventions across the school years. The Centre is developing a range of courses and graduate certificates, while also actively collaborating with schools across the education sector to ensure teachers have access to high-quality professional learning and co-designed classroom interventions based on the latest research.

ACU LITERACY CLINIC

The ACU Literacy Clinic (the Clinic) is a major translational arm of the Australian Centre for the Advancement of Literacy (the Centre), hosted by the Faculty of Education and Arts. The Clinic is uniquely positioned to translate science into practice. Led by scientists, the Clinic's multidisciplinary team consists, amongst others, of speech pathologists, psychologists, and teachers.

The Clinic provides theory-based assessments and evidence-based intervention for people with reading, spelling, and writing difficulties, and professional development for teachers and clinicians supporting those with poor reading and spelling. The Clinic provides in-person services in Sydney, and services across Australia and internationally via telehealth.

The Clinic closely interacts with the Centre's research arm, which boasts one of the largest and most experienced groups of literacy researchers in the world. The Clinic also makes active research contributions to the evidence-base of the origins, identification, management, and impact of literacy difficulties, thus facilitating the virtuous circle between research and practice.

POSITION PURPOSE

The Clinician (Intervention) will deliver evidence-based intervention to children, adolescents and adults with literacy difficulties. They will be assigned clients with reading and spelling difficulties, providing treatment to clients in an ongoing capacity with appointments multiple times per week. Ongoing intervention will require the Clinician (Intervention) to conduct routine progress assessments and adapt the treatment protocols in-line with the evidence-base and best practice. The Clinician (Intervention) will be provided with continuing professional development including regular case conference time with the Clinic Lead (Intervention) and/or Clinic Director. The Clinicians (Intervention) may also deliver programs in alternate modes to the term-based multiple weekly delivery, including intensive holiday programs that deliver fast-paced content in a condensed amount of time. The Clinician (Intervention) role reports directly to the Clinic Lead (Intervention), receives mentoring and guidance from the Senior Clinicians (Intervention) and collaborates closely with other Clinicians. Occasionally, clients will be shared across Clinicians, facilitating a dynamic environment in which team members can learn from each other.

KEY RESPONSIBILITIES

Introduction

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- [ACU's Vision 2033](#)
- [Catholic Identity and Mission](#)
- [ACU Capability Development Framework](#)
- [Higher Education Standards Framework](#)
- ACU Service Delivery Model
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence and Academic Career Pathways.
- [ACU Staff Reconciliation Action Plan](#)

The [Capability Development Framework](#) in particular is important in understanding the core competencies needed in all ACU staff to achieve the University's strategy and supports its mission.

Responsibility	Scope
Deliver effective, evidence-based literacy treatment for clients providing high quality targeted intervention to clients	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
In consultation with Clinic lead or Clinic Director collect, collate, analyse and report on assessment data, making recommendations for interventions within defined research-based parameters. As a result, families will be kept abreast of their child's support needs, progress and make informed decisions regarding their care.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Support the delivery of alternative programs including intensive holiday programs to deliver effective content in a reduced timeframe.	The position contributes to activities; outcomes and goals; that are implemented and have impact across the University

Responsibility	Scope
Establish and facilitate rich and ongoing collaboration between the Clinic and external stakeholders who are also invested in the client's wellbeing; particularly with school staff and other allied health professionals. As a result, Clinic clients will always be comprehensively cared for, and the reputation of the Clinic as an industry leader is maintained.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Effectively communicate with families and schools about children's progress, needs and other relevant matters. As a result, families will have adequate and up to date information about their child's situation and needs.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Collaborate across the team on matters that require input and advice from other team members or external professionals as appropriate. This can be to the Clinic Lead (Intervention), Senior Clinician (Intervention), Clinic Director, or National Manager.	The position mainly contributes to activities; outcomes and goals within the faculty/directorate/organisational unit
Collaborate with other members of the clinic team to share knowledge and ensure a coordinated approach to clients' needs.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Participate in professional development activities to stay current with the latest research and best practice.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Ensure the maintenance and security of records, and information sources in line with confidentiality requirements and the University's record management and privacy policies.	The position contributes to activities; outcomes and goals; that are implemented and have impact across the University

HOW THE ROLE OPERATES

The position will need to seek approval from their supervisor before making changes to processes and procedures.
The position is expected to identify and recommend improvements to their supervisor before implementation.
The position needs to build relationships with staff across the organisation to perform their duties.
The position provides solutions to problems or situations of critical importance to the University or deals difficult or emotional people.

SELECTION CRITERIA

Qualifications, skills, knowledge and experience:	<ul style="list-style-type: none"> • Qualification - Postgraduate degree in a relevant Cognition-related discipline (e.g., Psychology, Speech & Language Pathology, Teaching and relevant experience), or an equivalent combination of education, knowledge, and experience • Experience - Experience supporting the delivery of literacy instruction and/or intervention. • Skill - Excellent verbal and written communication skills in order to effective communication with children, adolescents and adults. Effective communication with various stakeholders (e.g., clients, teachers, families, allied health professionals). • Knowledge - Strong theoretical and demonstrated practical
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	<p>knowledge about learning difficulties (especially literacy difficulties) and evidence-based interventions.</p> <ul style="list-style-type: none"> • Knowledge - Demonstrated understanding and experience ensuring adherence to privacy and confidentiality requirements. • Skill - Demonstrated ability to work independently and as part of a collaborative team environment.
Core Competencies:	<ul style="list-style-type: none"> • Demonstrate confidence and courage in achieving ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values. • Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence. • Communicate with purpose. Gain the support of others for actions that benefit ACU. Negotiate for mutually beneficial outcomes that are aligned with the Mission, Vision and Values of the University. • Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence. • Make informed, evidence-based decisions by sourcing and interpreting University and business information.
Essential Attributes:	Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.
Working with Children and vulnerable adults check	Evidence of the ability to work with children and/or vulnerable adults, and contribute to and protect their safety and wellbeing. The successful applicant of this position will be required to hold a valid working with children clearance for the State or Territory in which the position is located.

REPORTING RELATIONSHIPS

For further information about the structure of the University, refer to the Organisation Chart
<https://www.acu.edu.au/about-acu/leadership-and-governance/leadership/organisational-structure>

