

POSITION DETAILS

Title of Position:	Senior Allied Health Professional (AHP) – Autistic Spectrum Disorder (ASD) Assessment Lead
Reports to:	Lead Allied Health Professional
Section:	School Quality and Performance
Team:	Allied Health (CILAH Program)
Number of Direct Reports:	Nil
Classification:	ESO Grade 6

BROAD PURPOSE

Catholic Education South Australia (CESA) has embarked on a significant period of innovation and change to respond to opportunities emanating from the South Australia Commission for Catholic Schools (SACCS) strategy, Towards 2027: Expanding Horizons and Deepening Practices.

Catholic schools and the Catholic Education Office (CEO) work in partnership with families, children, and young people to give life to the Living, Learning, Leading Framework and to successfully position CESA as the leading education system and an employer of choice.

POSITION OVERVIEW

Allied health professionals in the CILAH program focus on providing interventions most likely to assist in reducing the challenges students with disability face with speech and language, behaviour and regulation, and mental health and wellbeing.

The Senior Allied Health Professional (AHP) position is for senior professionals in the occupational therapy, psychology, and speech pathology disciplines. The role independently applies professional knowledge and judgment when performing novel, complex, or critical tasks specific to their discipline.

In addition to the core responsibilities of the Senior AHP – ASD Assessment Lead, this role will lead the ASD Assessment Portfolio for the CILAH program. This includes overseeing the end-to-end process of ASD assessments - from referral to case closure - ensuring clinical quality, operational efficiency, and alignment with system-wide priorities. The role requires advanced training in administering ASD assessments and the capacity to train and mentor other professionals in these practices. The Senior AHP - ASD Assessment Lead will also contribute to the development of sustainable and equitable assessment pathways, and support strategic planning related to ASD service delivery.

The Senior AHP – ASD Assessment Lead will possess high levels of specialist knowledge and skill in areas relevant to identifying and addressing the bio-psycho-social barriers to learning for students with disability. The role actively contributes to self-directed development of professional knowledge and skills in their discipline as it relates to the CILAH program. The Senior AHP – ASD Assessment Lead performs across several recognised specialties within a discipline.

The Senior AHP – ASD Assessment Lead demonstrates a commitment to continuing professional development and contributes to workplace education. The role is actively involved in quality improvement activities or research which contributes to the development of operational strategies, policy and practices under broad direction. The Senior AHP – ASD Assessment Lead evaluates and analyses programs, guidelines, policies, and procedures that apply to their clinical/professional work. The role is required to contribute to the formal supervision of discipline-specific students and may be required to provide formal clinical supervision to other health professionals and paraprofessionals in their discipline.

The interventions provided by the Senior AHP – ASD Assessment Lead include direct allied health services that support students to develop and enhance their skills and capabilities and indirect allied health services that facilitate parent involvement that support students with disability, grow the capability of teachers and education support officers (ESOs) to support students with disability, and contribute to more inclusive programs, and practices.

Success in this role is characterised by impactful delivery of direct and indirect interventions and progression in developing expertise in several recognised specialties within a discipline.

SIGNIFICANT WORKING RELATIONSHIPS

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| • Manager Allied Health | • Lead Allied Health Professional |
| • Allied Health Professionals | • Administration Staff |
| • Director School Quality & Performance | • Learning Diversity & Wellbeing |
| • School Performance Leaders | • School & System Improvement |
| • CILAH Key Contacts | • Teachers |
| • Education Support Officers | • CEO Staff |

KEY RESPONSIBILITIES

OPERATIONAL & TECHNICAL

- Conduct and interpret discipline-specific assessments and evaluations to identify student needs, with the provision of feedback, recommendations and strategy implementation support
- Identify and apply evidence-based interventions, individually or to small groups of students with disability
- Develop programs and interventions to be used by educators, other professionals and paraprofessionals
- Provide clinical supervision to discipline specific students or Allied Health staff
- Develop, coordinate and deliver professional development for Educators
- Work alongside school Leadership and Senior CILAH professionals to review and establish whole-of-school proactive, targeted and intensive practices in a multi-tiered approach
- Contribute to research, service development and ongoing evaluation of services
- Support with allocation of resources expenditure, ensuring targets are met, and optimal budget outcomes are achieved
- Support CILAH program leaders in the efficient, cost-effective and timely delivery of services
- Lead the development, implementation, and continuous improvement of the ASD assessment pathway, including referral, assessment, reporting, and follow-up processes
- Conduct ASD assessments using validated tools and evidence-based practices
- Provide training, mentoring, and clinical supervision to other Allied Health staff in ASD assessment practices
- Monitor and evaluate the quality, equity, and sustainability of ASD assessment services across the system
- Collaborate with internal and external stakeholders to ensure ASD assessment practices align with current research, policy, and community needs

BEHAVIOURAL

- Provides consultancy in their areas of expertise within a work CILAH team or professional network
- Deliver coaching to educators

- Liaise and collaborate with Teachers, Education Support Officers, other professionals, agencies and families to deliver holistic services
- Demonstrated ongoing commitment to improve clinical and professional learning knowledge and skills, timely completion of required training, and participate in professional (and other) reviews, as applicable
- Demonstrated ability to communicate effectively (verbally and written) and express complex ideas succinctly and logically
- High-level competence in negotiating and managing conflict with colleagues, family/carers, school staff, and relevant others
- Proven ability to work collaboratively with peers, clients, families/carers, other agencies and community services
- Ability to be flexible, adaptable and innovative in a changing workplace

SELECTION CRITERIA

QUALIFICATIONS:

- Relevant tertiary qualifications in occupational therapy, psychology or speech pathology.
- Registration/certification with the relevant professional regulatory/oversight body: the Occupational Therapy Board of Australia, the Psychology Board of Australia, or Speech Pathology Australia.
- Training and experience in clinical supervision.
- For Psychologists, have obtained or be working towards relevant clinical supervision qualifications.
- Graduate certificate, or other tertiary qualification, in Autism diagnosis is desirable.

KNOWLEDGE, SKILLS & EXPERIENCE

Essential

- High-level experience in discipline-specific assessment, intervention and intervention evaluation
- Knowledge of the Mission, Values and Commitment of Catholic Education South Australia
- High-level experience in formulating individual case plans and case reports
- Ability to provide clinical leadership within a multidisciplinary teams
- Demonstrated experience and/or transferrable skills and knowledge in working with children and young people with a range of needs
- Ability to provide clinical support and supervision to discipline-specific students, and AHP1 and AHP2 staff
- Advanced knowledge and experience in conducting ASD assessments using standardised tools
- Ability to implement quality improvement practices

Desirable

- Experience in training and supervising Allied Health Professionals in ASD assessment practices
- Advanced skills in designing, implementing, and evaluating discipline-specific procedures and interventions for individual students and groups

OTHER CONDITIONS

- Support CESA's Values:
 - *Openness to God's Spirit at work in our midst and living in Catholic faith.*
 - *Respect for the dignity of each person.*
 - *Commitment to processes of learning that's formative, challenging, engaging, life-long & life-wide.*
 - *Inclusivity of those at the edges.*
 - *Sensitivity, justice, and compassion.*

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- CESA is committed to ensuring the safety, wellbeing and dignity of children and young people by complying with the National Catholic Safeguarding Standards. Good character screening and safeguarding training requirements apply to all positions. Among other things, you are required to maintain:
 - Appropriate clearances including a valid Working with Children Check (WWCC) clearance, a Catholic Clearance and clearance through the Catholic Education Office e-screening process.
 - Current certification in *Responding to Risk of Harm, Abuse and Neglect in Education & Care Settings*.
 - Undertake induction and ongoing training as directed.
 - Always act in accordance with the CESA Code of Conduct and the Charter for Staff in Catholic Schools in South Australia.
 - Comply with the Work Health & Safety management system and, as a worker, while at work, take reasonable care for their own health and safety.
 - Take reasonable care that actions or omissions do not adversely affect the health and safety of others.
 - Comply, in so far as they are reasonably able, with any reasonable instruction given by the employer.
 - Co-operate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

NOTE: Copies of the above listed qualifications/licences/certificates are required as evidence on appointment.