



POSITION DESCRIPTION

Date	January 2026
Position Title	Clinician (Allied Health) – Level 1, 2, 3
Reports to (position title)	Site Manager
Department	Children’s Therapy Services

ORGANISATIONAL CONTEXT

bestchance Child Family Care is an independent, not-for-profit, community organisation operating across 35 locations in Victoria and a Head Office in Glen Waverley.

bestchance adopts an innovative and holistic approach to assisting young children and families by integrating a range of specialist family oriented educational and welfare community services. The range of programs delivered include Early Childhood Education and Care (ECEC), Kindergarten, Child Care; Children’s Therapy, Parent and Child Support, Training, Community Support and Cheshire, an independent, specialist primary school for children with social, emotional and learning difficulties.

These programs recognise that the early years of a child's life are the most formative and influential and we strive to adhere to the principles of 'best practice'. This commitment ensures that families are, at all times, respected as the experts on their children and supported in an environment that is strength based and family centred.

bestchance also works in partnership with families in managing a number of kindergartens under its Early Years Management Program.

bestchance is committed to implementing and adhering to the Child Safe standards including the development and implementation of people practices that reduce the chance of child abuse within the organisation, for which we advocate zero tolerance.

Health safety and wellbeing first, is an expectation of all, where staff implement local work instruction and processes aligned to organisation requirements and are accountable for their own safety and safety of others.

PURPOSE

For all children, families and individuals to thrive in their community.

VISION

Inclusion we include everyone regardless of their background, needs or circumstances

Care We nourish and nurture resilient relationships

Education We develop skills and knowledge to build capacity and resilience.

VALUES

Safety Always	We are responsible, both individually and collectively, for prioritising physical, emotional and cultural safety and we are confident to hold each other to account.
Collaboration & Courage	We invite collaborative thinking, cooperation and constructive risk-taking to achieve our full potential.
Integrity & Accountability	We do what we say, own what we do and learn from our mistakes.

Respect & Inclusion	We foster a culture of belonging, built on mutual respect, positive communication, active listening and recognition of everyone's right.
Innovation & Improvement	We embrace a philosophy of creative thinking by stepping out of our comfort zones and exploring new ideas to achieve for good.

POSITION PURPOSE

The purpose of this position is to support children with developmental delays and disabilities, and their families, to reach their full potential.

PRIMARY OBJECTIVES

This position works as part of a transdisciplinary team of Allied Health professionals to provide high-quality services that integrate the developmental and therapeutic needs of children, increasing their meaningful participation in daily life. Services are delivered through individual and group clinical work, both in clinic and community settings, with a strong focus on building the capacity of children, families, educators, and communities.

CORE RESPONSIBILITIES (ALL LEVELS)

All clinicians, regardless of level, are expected to:

- Deliver child- and family-centred services aligned with Children's Therapy Services Guiding Principles of Practice.
- Work within the Transdisciplinary and Key Worker model to coordinate care for allocated families.
- Provide safe and effective therapeutic support to children with developmental delay, disability, and behaviours of concern, in line with safety, risk management, and escalation procedures.
- Deliver services across clinic, home, education, and community environments in accordance with organisational requirements.
- Build the capacity of families and caregivers to support their child's development and access community supports.
- Provide culturally responsive, inclusive services that respect diversity, strengths, and individual needs.
- Maintain accurate, timely, and compliant documentation and reporting that meets organisational, funding, and legislative requirements.
- Maintain knowledge of and adherence to organisational policies, procedures, and practices.

LEVELLED PRACTICE FRAMEWORK

Level 1 - Entry /Developing Clinician

Indicative Experience

- 0–2 years post-qualification
- May hold provisional registration

Scope and Autonomy

- Works under structured supervision and guidance
- Builds confidence in assessment, intervention planning, and report writing
- Requires support with clinical decision-making and workload management

Practice Expectations

- Manages a developing caseload with guidance
- Demonstrates emerging understanding of NDIS documentation and reporting
- Focuses on developing foundational clinical and professional skills

- Limited involvement in service development or mentoring

Level 2 – Consolidating/Independent Clinician

Indicative Experience

- 2–5+ years post-qualification

Scope and Autonomy

- Independently plans and delivers services for most cases
- Demonstrates sound clinical reasoning and decision-making
- Manages a full and varied caseload with minimal supervision

Practice Expectations

- Confident in assessments, goal-setting, and NDIS reporting
- Communicates complex information effectively with families and stakeholders
- Builds the capacity of educators and community members (e.g. training, consultations)
- May mentor Level I clinicians or students
- Contributes to service improvement initiatives or small projects

Level 3 – Senior/Advanced Clinician

Indicative Experience

- 5+ years post-qualification with evidence of advanced practice

Scope and Autonomy

- Recognised as a clinical leader or subject matter expert
- Manages highly complex cases across multiple settings
- Exercises advanced clinical judgement with minimal oversight

Practice Expectations

- May provide mentoring, coaching, and *may* provide clinical supervision to Level I and II clinicians and students where this has been mutually agreed, and where the clinician has undertaken appropriate training and professional development to support effective supervision.
- Engages in relevant professional development prior to, and while undertaking, any formal clinical supervision responsibilities.
- Leads or contributes to quality improvement and service development initiatives
- Demonstrates high-level understanding of funding systems, audits, and compliance requirements
- Supports onboarding, training, and external representation of the service
- May hold a specialist portfolio (e.g. student coordination, cultural safety, risk management)

CONTINUING PROFESSIONAL DEVELOPMENT (ALL LEVELS)

- Participate in the professional development planning process and engage in ongoing CPD aligned to role and level.
- Maintain discipline-specific registration and professional standards.
- Engage with organisational feedback, supervision, and performance review processes.

RELATIONSHIPS (ALL LEVELS)

- Apply a family-centred approach, recognising families as primary agents of their child's development.
- Build respectful, collaborative relationships with children, families, colleagues, and external stakeholders.
- Support team engagement and contribute positively to a collaborative team culture.

KEY SELECTION CRITERIA (ALL LEVELS)

✓	Discipline	Discipline Specific Key Selection Criteria Applicable
	Behaviour Consultant	Studying a Masters level coursework in Behaviour Analysis (or equivalent) that is a recognised pathway to registration as a Board Certified Behavior Analyst (BCBA) with the Behaviour Analyst Certification Board (BACB).
	Dietitian	Registered (or able to register) as an Accredited Practising Dietitian with Dietitians Australia.
	Music Therapist	<ul style="list-style-type: none"> Relevant tertiary qualifications in Music Therapy derived from an Australian Music Therapy Association (AMTA) accredited course. Full registration with the AMTA .
	Occupational Therapist	Registered (or able to register) as an Occupational Therapist with AHPRA.
	Physiotherapist	Registered (or able to register) as a Physiotherapist with AHPRA.
	Play Therapist	<ul style="list-style-type: none"> Relevant tertiary qualifications in Child Play Therapy. Registered with the Australasia Pacific Play Therapy Association (APPTA) or Australian Play Therapy Association (APTA).
	Psychologist	Registered (or able to register) as a Psychologist or Provisional Psychologist with AHPRA.
	Social Worker	Registered (or able to register) as a Social Worker with AASW.
	Specialist Teacher	Qualifications in Early Childhood Education or Special Education (Bachelor or Masters coursework). Registered with VIT.
	Speech Pathologist	Registered (or able to register) as a Speech Pathologist with Speech Pathology Australia.

- Relevant tertiary qualification and professional registration as above (or eligibility).
- Experience supporting children aged 0–12 years with developmental delay and disability.
- Demonstrated knowledge of Children’s Therapy Services guiding principles of practice.
- Strong communication and interpersonal skills.
- Ability to work independently and collaboratively within a team.
- Demonstrated ability to manage priorities, exercise judgement, and show initiative.
- Experience building the capacity of families and other adults in a child’s life to support optimal outcomes.

REQUIRED EXPERIENCE AND QUALIFICATIONS

- Working with Children’s Check (Employee)
- A satisfactory National Police History Check
- NDIS Worker Screening Check
- Current valid driver licence and access to a reliable vehicle