

YMCA POSITION DESCRIPTION – INCLUSION AND ASSESSEMENT COORDINATOR

Position Title	Inclusion and Assessment Coordinator		
Group	YMCA Social Impact (Y-Care South East QLD Inc.)		
Modern Award / Agreement	Educational Services (Schools) General Staff Award 2010		
Classification Level	General Staff, Level 6		
Position Status	Permanent, Full-Time	Child Facing Role	Blue Card Required
		✓	✓
Safeguarding Classification	Child Facing Position (CF)		
Employment Screening	National Police Check; and Working with Children Check (Blue Card)		
Reports to	Wellbeing Services Manager or other person who may, from time to time, be nominated		
Supervises	N/A		

Industry Sector

As the social impact arm of the YMCA, Y-Care, trades as YMCA Social Impact and exists to serve people in our community who are disadvantaged. Social Impact's programs each operate in different areas but share the common theme of assisting people overcome the challenges they face in body, mind and spirit. Services and programs managed by Social Impact fall under the following 5 focus areas: Youth and Education, Healthy Futures, Community Housing, Disability and Social Enterprise. The YMCA Vocational School operates under the Youth and Education focus area.

Position Summary

YMCA Wellbeing Services aim to maximise mental wellbeing and reduce mental ill-health disorders experienced by beneficiaries and staff. As a team we achieve this through the:

1. Provision of learning, cognitive and behavioural assessment, disability verification and adjustment planning;
2. Delivery of brief counselling and crisis intervention for individuals and families;
3. Development and facilitation of evidence-based wellbeing group programs which are both preventative and intervention-focused, to meet the developmental needs of young people; and through the
4. Provision of ongoing learning and development to YMCA staff and volunteers via indirect and whole organisation wellbeing services to maximise impact.

Duties and Responsibilities

1. PROVIDE LEARNING AND ASSESSMENTS

- 1.1 Provide assessments of student's cognitive, academic, social-emotional or behavioural functioning on YMCA Vocational School students. Assessments include but are not limited to the Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale, Wide Range Achievement Test, Peabody Picture Vocabulary Test, Adaptive Behaviour Assessment System, Childhood Autism Rating Scale, and Personality Assessment Inventory;
- 1.2 Complete the scoring and interpretation of assessments and subsequent adjustments and personalised education planning for students;
- 1.3 Ensure best-practice professional reports are completed in accordance with Australian Psychological Society standards;
- 1.4 Collaborating with others, arrange for external health professionals to complete assessments on students to support their participation in education and vocational training (as required);
- 1.5 Maintain effective relationships with health stakeholders including community-based psychiatrists, paediatricians, psychologists, speech therapists, and occupational therapists;
- 1.6 Maintain accurate and secure records of meetings, assessments, reports, case notes and other confidential information.



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2. DESIGN AND DELIVERY OF GROUP PROGRAMS

- 2.1 Deliver counselling intervention and support that addresses students' cognitive, social-emotional and behavioural problems.
- 2.2 Act on referrals received from Wellbeing Counsellors and school staff for all assessments and counselling;
- 2.3 Consult with Wellbeing Counsellors and school staff to provide advice and information about general mental health and other psychological issues that affect students;
- 2.4 Consult with Wellbeing Counsellors and school staff to provide advice and information about student plans, adjustments and strategies to address behavioural, cognitive and social-emotional issues;
- 2.5 Produce best practice professional reports and case notes in accordance with the Australian Psychological Society standards;
- 2.6 Regularly evaluate counselling intervention and support provided to students using valid and reliable measures;
- 2.7 Maintain a high level of knowledge of evidence-based counselling approaches and techniques, developmental, learning and behavioural difficulties and/ or disorders and appropriate assessment tools for use in school and community settings;
- 2.8 Maintain a high level of knowledge of adolescent development, cultural awareness and contemporary education concepts and practices relevant to school and community counselling;
- 2.9 Maintain accurate and secure records of data, assessments, reports, and case notes;
- 2.10 Working with the Wellbeing Services Manager, lead the professional development of wellbeing services staff about matters including but not limited to assessments, counselling intervention, verifications and adjustment planning.

3. STUDENT LEARNING AND DEVELOPMENT

- 3.1 Working with Wellbeing Counsellors and school staff, coordinate verification of students with disability as per Independent Schools Queensland's process
- 3.2 Liaise directly with parents/ carers and students about the verification process and related matters;
- 3.3 Working with key internal stakeholders, arrange and deliver extensive adjustments to support students with a disability to maximise their participation in education and vocational training;
- 3.4 Working with the Principal, Business Services Manager and Wellbeing Services Manager coordinate the annual submission for the NCCD;
- 3.5 To support the submission of the NCCD, develop and monitor procedures, conduct internal audits, and provide training to Heads of Campuses, Wellbeing Counsellors and school staff;
- 3.6 Working with the Principal, Business Services Manager and Wellbeing Services Manager, develop, implement and monitor internal audit procedures and provide training to Heads of Campuses and school staff to ensure both NCCD and verification data linked to Census reporting is completed appropriately by all stakeholders.

4. PROFESSIONAL STANDARDS AND PRACTICE

- 4.1 Maintain current membership and compliance with the Australian Health Practitioner Regulation Agency (AHPRA);
- 4.2 Adhere to the Australian Psychological Society code of ethics;
- 4.3 Advise management about any changes to registration status, conflicts of interest, or unethical practice immediately upon notice;
- 4.4 Participate in regular external supervision provided by a registered counsellor, psychologist or social worker (mental health endorsed);
- 4.5 Attend professional development activities to maintain and develop competencies to ensure that YMCA Wellbeing Services are of high quality, and consistent with contemporary practice and agency policies and procedures;
- 4.6 Maintain complete, secure and confidential records of all assessments, provision of psychological and counselling services, student/ client files, case management and student education documentation, for seven years post the student/ client's 18th birthday;
- 4.7 Stay up-to-date with best practice assessments, counselling intervention, and adjustment planning for students including students with a disability;
- 4.8 Actively promote professional standards and practice to other staff members;
- 4.9 Assist in planning and facilitation of other YMCA Social Impact programs and activities;
- 4.10 Facilitate and participate in whole-organisation training and development activities; and
- 4.11 Participate in extra-curricular activities reasonably expected in line with the position, including but not limited to industry networking events and professional development.



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Safeguarding Children

1. SAFEGUARDING CHILDREN REQUIREMENTS

The status for your position as either child-facing or non-child-facing is outlined on page one of your position description. The YMCA has requirements for both child-facing and non-child-facing roles which are indicated below.

Child-Facing Roles

- 1.1 Declare anything you become aware of through the course of your engagement with the YMCA which a reasonable person would consider could impede your suitability to have contact with children and young people;
- 1.2 Act as an extended guardian towards children and young people where you have interactions and at all times take reasonable steps to prevent abuse and neglect;
- 1.3 Adhere to all policies and procedures relating to safeguarding children and young people and the Safeguarding code of conduct;
- 1.4 Update your details whenever these change, with the relevant department administering the working with children check or equivalent in your state/ territory of residence, as required by applicable laws;
- 1.5 Complete a Working with Children Check (Blue Card) prior to commencement and maintain currency throughout employment;
- 1.6 Complete a National and/or International Police Check prior to employment and at the discretion of the YMCA;
- 1.7 Report any suspicions, concerns, allegations or disclosures of alleged child abuse/ neglect in line with procedures;
- 1.8 Participate in safeguarding children and young people training as directed;

Non-Child-Facing Roles

- 1.9 Participate in safeguarding children and young people training as directed
- 1.10 Use standardized methods for receiving and responding to feedback and complaints from children, young people and their families;
- 1.11 Any new program initiatives are to include consultation with children and young people, using standardized practices and resources;
- 1.12 Maintain a working knowledge of policies and procedures relating to safeguarding children and young people;
- 1.13 Attend any other training legally mandated by your role in relation to safeguarding children and young people;
- 1.14 Actively promote cultural safety for children and young people from CALD, ATSI, LGBTQIA+ communities and those with disabilities.

General

2. GENERAL REQUIREMENTS

- 2.1 Support the management of a workplace that supports diversity including gender, cultural and generational diversity; provide equal employment opportunity and foster a respectful, inclusive workplace;
- 2.2 Comply with all Policies and procedures
- 2.3 Maintain confidentiality of all YMCA information, records and files;
- 2.4 Complete the YMCA Induction and other required training as required by organizational policy and procedures;
- 2.5 Uphold, promote and comply with the policies, mission and values of the YMCA;
- 2.6 Any other duties as determined by the Chief Executive Officer as required.

Health and Safety

3. WHS RESPONSIBILITIES FOR ALL EMPLOYEES / VOLUNTEERS

- 3.1 Take reasonable care to ensure their own safety and health and that of others, and to abide by their duty of care provided for in the legislation;
- 3.2 Be familiar with the YMCA WHS Policy and other health and safety policies, procedures and requirements;
- 3.3 Accept responsibility and accountability for compliance and cooperation with all WHS policies, procedures and practices established by the YMCA;
- 3.4 Report all hazards, near-misses, incidents and injuries in accordance with organization policy and procedures;
- 3.5 Wear appropriate clothing, footwear and protective equipment for the work performed and work environment;
- 3.6 Properly use equipment, including any relevant safety equipment or devices;
- 3.7 Participate in discussions and consultation on the management and resolution of WHS risks;
- 3.8 Accurately complete all required WHS documentation relevant to position and work activities being undertaken
- 3.9 Continually monitor the workplace for hazards so as to minimize the risk to both customers and staff;



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- 3.10 Make suggestions for improvements to health and safety practices within the workplace;
- 3.11 Take reasonable care for your own health and safety and that acts or omissions do not adversely affect the health and safety of others;
- 3.12 Comply with any reasonable instruction that is given by the YMCA for ensuring health and safety.

Key Physical Requirements

- 1. Walking / standing – Frequent
 - 2. Sitting – Constant
 - 3. Squatting/ bending/kneeling – Occasional
 - 4. Working outdoors – Occasional
 - 5. Fine motor skills (keying, typing) – Constant
 - 6. Gross motor skills (e.g. setting up, packing up) – Occasional
 - 7. Lifting/carrying up to 10kg – Frequent
- (Key = Occasional 1-33%, Frequent 34-66%, Constant 67-100%)

Position Requirements / Selection Criteria

Essential:

- 1. Current full or provisional registration with the Psychology Board of Australia, and accredited Postgraduate degree in Psychology (preferably educational and developmental);
- 2. Mission driven and personal values alignment with the YMCA;
- 3. Demonstrated experience completing learning, cognitive and behavioural assessments and planning, preferably within a school or working with adolescents;
- 4. Demonstrated experience providing counselling intervention, preferably within a school or working with adolescents;
- 5. Demonstrated understanding of or ability to learn relevant school procedures and legislative requirements including NCCD and disability verification;
- 6. Understanding of evidence-based measurement tools and methodologies;
- 7. Excellent interpersonal skills with the ability to build and maintain quality relationships with young people, parents/ caregivers, staff and external stakeholders (e.g. community health professionals);
- 8. Computer literacy and prior experience using a range of office software including Word, Excel;
- 9. Demonstrated ability to work effectively with minimum direction and as part of a team;
- 10. A current driver's licence, certification for First Aid and CPR qualifications, or willingness to obtain;
- 11. Possess or willingness to obtain a Blue Card and a national criminal history check prior to commencement of employment;
- 12. Achievement of YMCA's Safeguarding Children Training Certificate and complete annual refresher training.

Desirable:

- 1. Membership of the Australian Psychological Society

Membership of the Australian Psychological Society Approval

Date Position Description Revised:	July 2019
Position Description approved by:	Chief Executive Officer
Date of Approval:	

