

Position Description

Position title	Clinical Educator – Behaviours of Concern project, RCH Campus Mental Health Strategy
Department / Division	General Medicine, Division of Medicine
Classification	<i>Medical Scientists, Pharmacists and Psychologists Victorian Public Sector Enterprise Agreement 2021-2025</i> Psychologist Grade 3 Year 1 – Year 4 (PL1-PL4) Nurses and Midwives (Victorian Public Sector) Single Interest Employer Agreement 2024-2028 Clinical Nurse Educator - EDUCATOR (Major) QRED 3 (RN35) <i>Allied Health Professionals (Victorian Public Sector) Enterprise Agreement 2021–2026</i> Occupational Therapist/Speech Therapist/Social Worker – Grade 3
Employment status	Part time or Full time, Fixed-term
Position reports to	Operational: ISAID (Improving Support for Autism and Intellectual Disability) Clinical Lead Professional: (Allied Health) Director of Allied Health (Nursing) Director Nursing Education
No. of direct & indirect reports	(N/A)
Location	The Royal Children's Hospital, Flemington Road, Parkville
Risk category	Category A - works in a direct patient contact role and has or potential to have exposure to blood or body fluids.

The Royal Children's Hospital
The Royal Children's Hospital's (RCH) vision is <i>A world where all kids thrive</i>. RCH is located within the Melbourne Biomedical Precinct, with more than 45 world-class biomedical organisations and more than 50,000 of the brightest minds working together to make the Precinct number one in the Asia Pacific region for health, education, research, and training. Within this, RCH is also a cornerstone member of the Melbourne Children's Campus, partnering with Murdoch Children's Research Institute, The University of Melbourne Department of Paediatrics and The Royal Children's Hospital Foundation. Each organisation contributes to a paediatric academic health centre which is greater than the sum of its parts. RCH has cared for the children and young people of Victoria for more than 150 years since it was founded in 1870. A full range of paediatric and adolescent health services are provided plus tertiary and quaternary care for the most critically ill and medically complex patients in Victoria, Tasmania, southern NSW and other states around Australia and overseas. The RCH is the only provider of heart transplant services and CAR T-cell therapy for paediatrics in Australia. RCH is an effective advocate for patients and their families with a particular focus on vulnerable children and

increasingly, mental health in young people. The hospital also supports many health promotion and prevention programs. The Hospital has more than 6,000 staff, a budget of \$850M, 12 wards and 350 beds. Annually, the RCH has 300,000+ Specialist Clinic appointments, 90,000+ Emergency Department presentations and 20,000 elective surgeries.

We work collaboratively with hospitals to deliver the right care, in the right place, at the right time. The RCH is committed to the Child Safe Standards <https://www.rch.org.au/quality/child-safety/>.

RCH enjoys high employee engagement and is committed to staff safety and a positive culture through enactment of our Compact.

Further information on RCH is available at www.rch.org.au

ROLE CONTEXT

Launched in 2021, the Royal Children's Hospital (RCH) Campus Mental Health Strategy coordinated a comprehensive program of integrated, evidence-based approaches to mental health research, education, and care. The RCH Campus Mental Health Strategy is in its final stage of delivery.

Children and adolescents who present with behaviours of concern (BOC), and children and adolescents who are neurodivergent can experience preventable distress, fear, and trauma during healthcare encounters because hospital systems, environments, and models of care do not consistently anticipate, recognise, and respond to their individual developmental, emotional, sensory, communication, behavioural, and psychosocial needs. This can compromise the care experience, contribute to avoidable behaviour escalation, and negatively impact health outcomes, future engagement with healthcare, and the wellbeing of patients, families, and staff. This project aims to improve patient and family experiences by enabling early identification and documentation of behavioural support needs in relevant children and adolescents presenting with BOC, and children and adolescents who are neurodivergent, within the EMR, enabling proactive care planning, tailored coping strategies, and trauma-informed approaches.

The Behaviour Support Profile (BSP) Tool in the Electronic Medical Record (EMR) system documents and addresses the emotional needs of patients, including communication preferences, sensory sensitivities, and distress coping strategies. The BSP helps staff tailor care to each patient, reducing distress and enhancing their sense of safety and wellbeing whilst receiving medical care.

The Strategy's final phase of work will deliver sustainable reform by building staff capability and embedding behaviour support resources within the EMR, as part of a comprehensive approach comprising fit-for-purpose digital infrastructure, people-centred workflow redesign, clinical leadership, workforce enablement and culture change.

ROLE PURPOSE

Reporting to the ISAID (Improving Support for Autism and Intellectual Disability) Clinical Lead, this role works with the broader BOC project team to support clinical staff across the hospital to adopt BOC optimisation practices.

The role provides education, training, supervision, mentorship, consultation, and capacity building to embed the identification of BOCs, and application of behaviour support strategies using the BSP tool, into routine clinical practice. The position supports the delivery of evidence-based, trauma-informed education initiatives that enhance staff confidence, clinical capability and patient-centred care.

As a member of the BOC project team, the Clinical Educator will contribute to this key project by liaising with nursing/allied health/medical/psychology education and interprofessional learning teams to support staff to confidently apply trauma-informed approaches to address BOCs in routine practice.

KEY ACCOUNTABILITIES

Provision of care

- Provide expert clinical guidance, education and training to support the application of trauma-informed, behaviour support practices and effective use of the BSP tool.
- Provide consultation and supervision to clinical staff working across hospital to support them in implementing the identification of the BOCs, application of behaviour support strategies using the BSP in routine clinical practise.
- Actively participate in, provide and contribute to continuous improvement and continuing education.
- Provide clinical leadership through expert teaching, consultation, advocacy and guidance to support implementation of the BOC project across the organisation

Lifelong learning

- Develop, coordinate and evaluate education and learning activities that support implementation of behaviour support practices and BSP utilisation across clinical areas.
- Tailor educational content to meet diverse learning needs using contemporary education methodologies and technologies
- Participate in professional development activities to ensure that best clinical practice is maintained.
- Facilitate reflective practice sessions, debriefs and case reviews to support continuous learning and improvement.
- Foster a culture in which feedback is used as a positive strategy to enhance goals, awareness, and learning.
- Model a commitment to continuing professional development and support junior staff in developing and accomplishing the goals and objectives of the project.
- Actively promote an environment of lifelong learning.
- Meet CPD requirements of relevant professional body.

Collaborative Practice

- Demonstrate professional leadership by influencing practice change, fostering collaboration and supporting multidisciplinary teams to achieve project objectives.
- Collaborate with nursing, allied health, medical, psychology and organisational education teams to strengthen workforce capability and support sustainable practice change

Communication

- Apply highly developed verbal communication, interpersonal skills and attention to detail with the ability to interact with a variety of stakeholders
- Recognise issues that may lead to conflict, and constructively addresses issues as they arise
- Communicate effectively with staff to ensure their understanding and that their training needs and views are included in plans and actions
- Facilitate open and effective communication across all levels and more broadly across the organisation.

Continuous Improvement

- Lead and contribute to improvements in departmental management and function.

- Contribute positively to change processes, through demonstrating flexibility and openness to change.
- Develop awareness of governance requirements including safety and quality clinical practice guidelines, procedures and policies including how they apply to the role.

Professional Leadership

- Model a high standard of professional and interpersonal skills, attitudes and behaviours.
- Act as a role model demonstrating professionalism, accountability and commitment to lifelong learning
- Participate in clinical supervision in accordance with local standard operating procedures and/or for Allied Health Professionals the RCH Allied Health Clinical Supervision Guideline which are based on the DHHS Allied Health Clinical Supervision Framework.
- Provide clinical supervision to staff on the application of trauma-informed approaches to address BOCs using the BSP tool.

Research

- Promotes and encourages evidence-based practice and education.
- Promotes and initiates quality improvement activities such as audits, focus groups, evaluations and reviews.
- Provides support and participates (where appropriate) in unit-based research initiatives.
- Designs evaluation systems to assess the effectiveness of education and learning activities.
- Works with the multi-disciplinary education teams to monitor and sustain the quality of education program.

QUALIFICATIONS AND EXPERIENCE

Essential:

- Tertiary Qualification or equivalent in relevant discipline
- Current registration with the relevant professional registration body as a Registered Nurse, Occupational Therapist or Psychologist, or eligibility for membership/accreditation as a Social Worker or Speech Pathologist, as applicable to the discipline.

For Social Work applicants:

- Hold a degree in Social Work from an accredited course/university
- Be eligible for membership of AASW
- Meet AASW accreditation standards for Continuing Professional Education
- Uphold the AASW Code of Ethics

For Occupational Therapy applicants:

- Hold an OT degree qualification or equivalent from an accredited course/university
- Be registered with AHPRA and as such have satisfied the requirements of continuing professional development and recency of practice
- Uphold the Code of Ethics, OT Australia

For Psychology applicants:

- Have completed an accredited Master or Doctoral program in a relevant area of practice recognised by the Psychology Board of Australia. (Note Master of Professional Psychology qualification does not meet this criterion)
- Hold general registration with the Psychology Board of Australia (Board)
- Have a minimum 5 years professional experience as a Psychologist Grade 2 (or equivalent)

- Hold an Area of Practice Endorsement with the Board in a relevant area of practice for this role
- Hold Board-approved supervisor status, including Board-approval as a 'Registrar Program Principal Supervisor'
- Continuously satisfy the Psychology Board of Australia's continuing professional development standards
- Uphold the Psychology Board of Australia's Code of Conduct
- Have an experience in clinical practice in the area of paediatric psychology
- Demonstrated experience in functioning independently as a psychologist and provision of a range of psychology services
- Demonstrated ability to supervise clinical staff and post-graduate students

For Speech Pathology applicants:

- Hold a degree in Speech Pathology from an accredited university
- Be eligible for Certified Practicing Membership with Speech Pathology Australia. Eligibility for Certified Practicing Membership must be maintained for the duration of employment in this role
- Uphold the SPA Code of Ethics

For Nursing applicants:

- Hold current registration as a Registered Nurse with the Nursing and Midwifery Board of Australia (NMBA) administered through the Australian Health Practitioner Regulation Agency (APHRA)
- Post Graduate Certificate in Nursing, Education, Paediatrics or equivalent
- Clinical Nurse Specialist or equivalent senior nursing experience in a paediatric, mental health, neurodevelopmental, or behavioural support setting

Desirable

- Postgraduate clinical mental health experience
- Additional formal training in trauma-informed assessment and management
- Demonstrated experience in teaching and supervision of multi-disciplinary clinical staff
- Demonstrated effectiveness in working in partnership with multi-disciplinary teams

KEY SELECTION CRITERIA

- Relevant clinical experience within a paediatric care setting.
- Proven experience in small group teaching and group presentations and understanding of adult learning principles
- Ability to develop, lead, coordinates, facilitate and evaluate clinical educational programs.
- Excellent interpersonal skills and digital literacy skills
- Experience facilitating interprofessional education and change management initiatives.
- Ability to motivate, support and encourage staff to further develop clinical and professional skills.
- Demonstrated commitment to evidence-based practice and quality improvement.
- Demonstrated commitment to ongoing personal and professional development.

OTHER REQUIREMENTS

- Employees are required to undertake a National Criminal Record Check and a Working with Children Check prior to commencing employment
- Employees are required to maintain a valid Working with Children Check throughout their employment

- A current, full driver's licence for the State of Victoria which is appropriate for the type of vehicle being driven, and comply with any restrictions on their licence (e.g. wearing glasses) while undertaking hospital duties (If applicable)
- Employees are required to maintain compliance with RCHs "Staff Immunisation - Prevention of Vaccine Preventable Diseases" procedure.

IMPORTANT INFORMATION

All employees are required to adhere to the Royal Children's Hospital Values:

- Curious - We are creative, playful and collaborative
- Courageous - We pursue our goals with determination, ambition and confidence
- Inclusive - We embrace diversity, communicate well, build connections and celebrate our successes together
- Kind - We are generous, warm and understanding

RCH COMPACT

All new and existing employees commit to the RCH Compact to contribute to a strong and respectful culture.

- We do better work caring for children and families when we also care for each other
- I bring a positive attitude to work – I share, I laugh, I enjoy other's company
- I take responsibility for my behaviour and its impact on others
- I am curious and seek out ways to constantly learn and improve
- I celebrate the good stuff, the small stuff, the big stuff – it all matters
- I speak up when things aren't right
- I value the many different roles it takes to deliver great patient care
- I actively listen because I want to understand others and make better decisions
- I am inclusive and value diversity
- When it comes to teamwork, I don't hold back – I'm all in

QUALITY, SAFETY AND IMPROVEMENT

RCH employees have a responsibility and accountability to contribute to the organisation's commitment to Quality, Safety and Improvement by:

- Acting in accordance and complying with all relevant Safety and Quality policies and procedures
- Identifying risks, reporting and being actively involved in risk mitigation strategies
- Participating in and actively contributing to quality improvement programs
- Complying with the requirements of the National Safety & Quality Health Service Standards
- Complying with all relevant clinical and/or competency standards
- Complying with the principles of Patient and Family Centred Care that relate to this position

The RCH is committed to a diverse and inclusive workforce. We encourage applications from Aboriginal and Torres Strait Islander people, people from culturally and/or linguistically diverse backgrounds, all members of the LGBTQI community and people with disability.

Position description last updated

August 2026