

Position Description

Position title	Positive Behaviour Support Practitioner – Behaviours of Concern project, RCH Campus Mental Health Strategy
Department / Division	General Medicine, Division of Medicine
Classification	<i>Allied Health Professionals (Victorian Public Sector) Enterprise Agreement 2021–2026</i> Occupational Therapist/Speech Therapist/Social Worker – Grade 3 <i>Medical Scientists, Pharmacists and Psychologists Victorian Public Sector Enterprise Agreement 2021-2025</i> Psychologist Grade 3 Year 1 – Year 4 (PL1-PL4)
Employment status	Part time or Full time, Fixed-term
Position reports to	Operational: ISAID (Improving Support for Autism and Intellectual Disability) Clinical Lead, RCH Campus Mental Health Strategy Professional: (Allied Health) Director of Allied Health
No. of direct & indirect reports	(N/A)
Location	The Royal Children's Hospital, Flemington Road, Parkville
Risk category	Category B - works in a patient facing setting but rarely or unlikely to have contact with blood or body fluids (or aerosols without PPE)

The Royal Children's Hospital

The Royal Children's Hospital's (RCH) vision is *A world where all kids thrive*.

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 evidence-based behaviour support practices to improve quality of care, reduce BOCs and reduce/eliminate restrictive practices.

The role develops behaviour support plans, and provides education, training, supervision, mentorship, consultation, and capacity building to embed positive behaviour support practices in routine care.

As a member of the BOC project team, the Behaviour Support Practitioner will contribute to this key project by providing subject matter expertise on evidence-based behaviour support approaches and liaise with nursing/allied health/medical/psychology education and interprofessional learning teams to develop education programs to support staff to confidently apply behaviour support approaches in routine practice.

KEY ACCOUNTABILITIES

Provision of care

- Identify evidence-based approaches to reduce behaviours of concern for children and adolescents presenting BOC and neurodivergent children and adolescents.
- Develop positive behaviour support plans that address BOC

- Liaise with education teams to develop high-quality 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.
- Be a source of clinical expertise, advocacy and guidance for the BOC project

Lifelong learning

- Participate in professional development activities to ensure that best clinical practice is maintained.
- Facilitate reflective practice with individual colleagues and in group sessions across the various multidisciplinary teams to achieve BOC project objective.
- 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

- Work in collaboration with the various multidisciplinary teams, including nursing/allied health/medical/psychology education and interprofessional learning teams
- Work with initiative and autonomy while leading others in the pursuit of the goals of the project.

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.

Supervision, leadership and people management

- Model a high standard of professional and interpersonal skills, attitudes and behaviours.
- Participate in clinical supervision in accordance with local standard operating procedures and/or 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 as an Occupational Therapist or a qualified Social Worker or Speech Pathologist or a Psychologist
- Registered or eligible for membership with Behaviour Support Practitioners (BSP) Australia
- Be a Certified Behaviour Analyst (CBA) by the Association for Behaviour Analysis Australia (ABAA)

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

For Social Work applicants:

- Hold a degree in Social Work from an accredited course/university (Desirable)
- 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 (Desirable)
- 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 Speech Pathology applicants:

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

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

KEY SELECTION CRITERIA

- Relevant clinical experience within a paediatric care setting.
- Proven experience in small group teaching and group presentations.
- Ability to lead, coordinates and facilitate clinical educational programs.
- Demonstrated skills in developing and evaluating educational programs.
- Excellent interpersonal skills.
- Demonstrated commitment to clinical education of others.
- 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	July 2026
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