

## Allied Health, Scientific & Technical Position Description

Employment Agreement:	Allied, Public Health and Technical MECA
Position Title:	<b>Autism Developmental Coordinator</b>
Service & Directorate:	Southland
Location:	Invercargill
Reports to:	Unit Manager: Child Development Services (Ratoka Whakapuāwai Tamaiti)
Number of direct reports:	Nil
Date:	April 2022

### Our Vision

Better Health, Better Lives, Whānau Ora

We work in partnership with people and communities to achieve their optimum health and wellbeing  
We seek excellence through a culture of learning, enquiry, service and caring

### Our Shared Values and Behaviours

Kind <i>Manaakitanga</i>	Open <i>Pono</i>	Positive <i>Whaiwhakaaro</i>	Community <i>Whanaungatanga</i>
<b>Looking after our people:</b> We respect and support each other. Our hospitality and kindness foster better care.	<b>Being sincere:</b> We listen, hear and communicate openly and honestly. We treat people how they would like to be treated.	<b>Best action:</b> We are thoughtful, bring a positive attitude and are always looking to do things better.	<b>As family:</b> We are genuine, nurture and maintain relationships to promote and build on all the strengths in our community.

### Our statutory purpose

To improve, promote and protect the health of our population

- Promote the integration of health services across primary and secondary care services
- Seek the optimum arrangement for the most effective and efficient delivery of health services
- Promote effective care or support for those in need of personal health or disability support services
- Promote the inclusion and participation in society and the independence of people with disabilities
- Reduce health disparities by improving health outcomes for Māori and other population groups
- Foster community participation in health improvement and in planning for the provision of and changes to the provision of services
- Uphold the ethical and quality standards expected of use and to exhibit a sense of social and environmental responsibility

PURPOSE OF ROLE
<p>Allied Health, Public Health, Scientific and Technical professionals work in teams providing a range of diagnostic, technical, therapeutic, direct patient care and support services that are critical to the other health professionals they work with and the communities they serve. This includes health professionals working to improve, promote and protect the wellbeing of the population.</p> <p>This role will work collaboratively with all health professionals as well as the wider multi-disciplinary team throughout the Southern DHB in a way that is consistent with the organisation’s vision and values. This includes interprofessional practice where multiple health workers from different professional backgrounds work together with patients, families, caregivers and communities to deliver the highest quality of care. This way of working will ultimately benefit all our patients and communities.</p> <p>This role coordinates programme/s or specific activity, which may have a direct or indirect impact on Allied/Public Health practice, though will lead to an impact on patient/population health outcomes along the health continuum in partnership with other clinicians. This role has no delegated staff management.</p>

**Main objectives:**

The objectives of the Coordinator are:

- To promote the co-ordination of assessment and diagnosis for children and young people with developmental concerns. The co-ordination function will continue for children and young people with a definitive diagnosis of autism.
- To ensure a co-ordinated approach to planning and implementation of services is developed to meet the identified needs of children and young people with autism, inclusive of linkages or integration and co-ordination of multiple services.

**Competencies**

The following competencies apply to this position. The employee will be assessed against these as part of their annual performance and development review.

Organisational Competencies	
<b>Customer Focus</b>	Is dedicated to meeting the expectations and requirements of internal and external customers; gets firsthand customer information and uses it for improvements in products and services; acts with customers in mind; establishes and maintains effective relationships with customers and gains their trust and respect
<b>Integrity and Trust</b>	Is widely trusted; is seen as a direct, truthful individual; can present the unvarnished truth in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn’t misrepresent him/herself for personal gain.
<b>Drive For Results</b>	Can be counted on to exceed goals successfully; Is constantly and consistently one of the top performers; very bottom line oriented; steadfastly pushes self and others for results.
Role Specific Competencies	
<b>Managing diversity</b>	Manages all kinds and classes of people equitably; deals effectively with all races, nationalities, cultures, disabilities irrespective of age and gender; supports equal and fair treatment and opportunity for all
<b>Priority Setting</b>	Spends own time and the time of others on what is important; can quickly sense what will help or hinder when seeking to accomplish goals; eliminates roadblocks; creates focus
<b>Problem Solving</b>	Uses logic and established processes to solve difficult problems and achieve effective solutions; can see hidden problems; Is excellent at honest analysis; looks beyond the obvious ; doesn’t stop at the first answers
<b>Motivating Others</b>	Creates a climate in which people want to do their best; can motivate many kinds of direct reports and team or project members; can assess each person and use that knowledge to get the best out of him/her; pushes tasks and decisions down; empowers

	others; invites input from each person and shares ownership and visibility; makes each individual feel his/her work is important; is someone people like working for and with.
<b>Organisational Agility</b>	Knowledgeable about how organisations work; knows how to get things done both through formal channels and the informal network; understands the origin and reasoning behind key policies, practices, and procedures; understands the cultures of organisations.
<b>Interpersonal Savvy</b>	Relates well to all kinds of people – up, down, and sideways, inside and outside the organisation; builds appropriate rapport; builds constructive and effective relationships; uses diplomacy and tact; can defuse even high-tension situations comfortably.

<b>KEY RELATIONSHIPS</b>	
<b>Within Southern DHB</b>	<b>External to Southern DHB</b>
<ul style="list-style-type: none"> <li>Paediatric Outpatients</li> </ul>	<ul style="list-style-type: none"> <li>Tamariki, whanau and caregivers</li> </ul>
<ul style="list-style-type: none"> <li>Multidisciplinary colleagues working in interprofessional ways</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>
<ul style="list-style-type: none"> <li>Operational managers</li> </ul>	<ul style="list-style-type: none"> <li>Primary care - GPs, other medical staff</li> </ul>
<ul style="list-style-type: none"> <li>Child, Adolescent and Family Service (CAFS)</li> </ul>	<ul style="list-style-type: none"> <li>Relevant external services/organisations/stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>Administration staff</li> </ul>	<ul style="list-style-type: none"> <li>Other service providers (DHBs and NGOs, ACC contracted providers)</li> </ul>

**PERSON SPECIFICATION:**

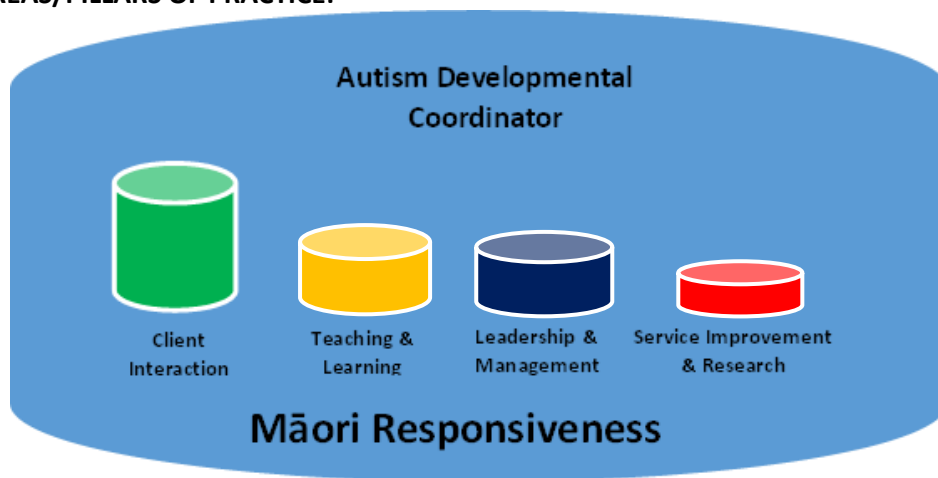
	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Education and Qualifications (or equivalent level of learning)</b>	Qualification-evidenced experience and knowledge of autism in children and young people, or health professional with appropriate registration in accordance with the Health Practitioners Competency Act 2003 and possess a current Practising Certificate, if applicable, or experience of working with ASD and families in challenging situations, experience working within a team environment.	An understanding of MoH requirements for the autism co-ordination role. <ul style="list-style-type: none"> <li>Knowledge and understanding of the NZ ASD guideline.</li> </ul>
<b>Experience</b>	Demonstrated ability to provide appropriate autism co-ordination across the region for people up to the age of 19 years from a variety of cultural backgrounds.	Experience in working with various cultural and socio-economic groups.
<b>Knowledge and Skills</b>	Ability to assist with planning, implementation and evaluation of autism programmes for the child or young person and their whanau.  Demonstrated ability to build supportive responsive relationships with children, young people and families.	

<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Respects and adapts approach to suit individual differences in cultural and family values.</li> <li>• Is reliable, can work independently and is also an effective team member.</li> <li>• Can prioritise own workload and manage own time effectively.</li> <li>• Has the ability to earn respect and co-operation of stakeholders e.g. SDHB management, clinicians, referral agencies, Maori and Pacific peoples.</li> <li>• Is able to problem solve and demonstrate initiative</li> <li>• Has a high level of interpersonal and communication skills (oral and written)</li> </ul>
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<b>Key Accountabilities</b>	
Develop relationships with community agencies and the outlying rural sector to facilitate close co-ordination and collaboration with SDHB related to Autism co-ordination	Positive and proactive relationships with health, education and community supports/services to implement National ASD policy and guidelines will be evident.
Implement the Autism co-ordination in line with the MoH specifications	Co-ordination will be in place according to the service specifications and within the required timeframe.  There will be effective co-ordination for autism population 0-19 years.
Produce reports as required by the Ministry of Health service specifications DSS221	Reports provided as required.
Work with the other national Autism Co-ordinators to develop and implement a standard national co-ordination process	Record collaboration with the other Autism Co-ordinators.
Promote awareness related to autism pathways, networks and agencies.	Families are informed that they are part of a collaborative pathway.  The Autism pathway for children and young people as part of the solution must include local autism networks across health, disability, education, NGOs, PHOs, DHBs and any group that supports families.  Relevant information is made available to the child and or family/whanau related to the Autism co-ordination.  Cultural dimension to the child and young person removes barriers for disabled, Māori, Pacific Island and other groups.  Increase participation by Māori Pacific and other cultural groups in disability sector services.  Child Protection Violence Intervention concerns are reported as per the Violence Intervention Policy.
Develop, implement and provide Developmental Autism co-ordination to assist children, young people and their whanau	Provide co-ordination for the early part of the referral pathway for children and young people identified as having developmental concerns that require professional assessment.  Provide ongoing provision of Autism co-ordination support for children and young people who have a diagnosis of ASD- note: secondary service will require working with Needs Assessment Service Co-ordination (NASC).  Families are encouraged and supported to work in partnership with the Autism co-ordinators' activities.
Educate the tamariki and their whanau/caregivers to understand autism supports that are available post diagnosis	Appropriate resources are allocated. Age-appropriate co-ordination occurs.
Functions as part of the health care team	Functional relationships are developed and maintained with members of DHB health care teams, external agencies and parents and whanau/caregivers.

Key Accountabilities	
	<p>Participate in regular meetings as outlined by reporting line manager.</p> <p>Information related to Autism co-ordination is recorded as appropriate.</p> <p>Meetings (informal and external) with members of the DHB healthcare teams and external agencies are recorded.</p> <p>Promotion of the Autism Co-ordination Service through provision of information and resources as appropriate.</p> <p>Autism co-ordination needs for the child, young person and family are promoted at meetings and during information discussions.</p>

**KEY RESULT AREAS/PILLARS OF PRACTICE:**



Practice/ Te Mahi Haumanu	
<p><b>Legislative requirements</b></p> <ul style="list-style-type: none"> <li>• Practise in accordance with relevant legislation, codes, policies etc. and upholds consumer rights</li> <li>• Uphold professional code of ethics</li> </ul> <p><b>Assessments and interventions (if appropriate to profession)</b></p> <ul style="list-style-type: none"> <li>• Undertake accurate and comprehensive assessments and evaluations</li> <li>• Plan and implement appropriate interventions</li> <li>• Provide relevant education - including any relevant alternative options - in a format that can be clearly understood</li> <li>• Collaborate with patients-populations to set realistic, person-centred outcomes</li> </ul> <p><b>Evidence-based practice and research</b></p> <ul style="list-style-type: none"> <li>• Consistently refer to and relate practice to literature and research</li> <li>• Critique, discuss and disseminate evidence based best practice</li> <li>• Reflect on and evaluate the effectiveness of own practice</li> </ul>	<ul style="list-style-type: none"> <li>• You adhere to professional and legislative standards of practice</li> <li>• Your interventions are realistic and based on best practice</li> <li>• You use standard measurement tools and equipment as set down by departmental or professional protocols</li> <li>• Your documentation is timely, clear, concise and accurate</li> <li>• You assist others to gain appropriate support and representation which reflects their cultural needs and preferences.</li> <li>• You implement evidence-based best practice procedures and guidelines</li> <li>• You update your knowledge related to best practice guidelines and area of practice</li> <li>• You maintain an up-to-date professional development plan</li> </ul>

<p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>• Maintain confidentiality of patient information and documentation</li> <li>• Adhere to Southern DHB's documentation standards</li> </ul> <p><b>Culturally Sensitive Practice</b></p> <ul style="list-style-type: none"> <li>• Practise in a culturally safe manner</li> </ul>	
<p><b>Leadership and Management/ Te Ārahi me te Whakahaere</b></p>	
<ul style="list-style-type: none"> <li>• Participate in and contribute to the functioning of the interprofessional team</li> <li>• Attend and contribute to relevant department, family and team meetings, leading and facilitating such meetings as requested</li> <li>• Establish and maintain an effective working relationship with other staff</li> </ul> <p><b>Time management</b></p> <ul style="list-style-type: none"> <li>• Manage own time adopting a disciplined approach to establishing and following identified role-related priorities</li> </ul> <p><b>Skill Sharing</b></p> <ul style="list-style-type: none"> <li>• Share skills (as appropriate) with other health professionals and unregulated (assistant) workforces to enhance person centred outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• You have formal and informal systems in place for supporting whanau</li> <li>• You participate as a team member to ensure the best outcomes for tamariki and whanau</li> <li>• Your tasks are scheduled and completed in a timely manner</li> <li>• You inform and delegate parts of your interventions to other team members as appropriate</li> </ul>
<p><b>Teaching &amp; Learning // Ako Atu, Ako Mai</b></p>	
<p><b>Of Self</b></p> <ul style="list-style-type: none"> <li>• Develop both personally and professionally to meet the changing needs of your career and profession</li> <li>• Reflect on and evaluate the effectiveness of own practice</li> <li>• Develop and maintain professional competency</li> <li>• Appraisal, peer review, or other professional audits as applicable</li> </ul> <p><b>Of Others</b></p> <p>Contribute to the support and education of colleagues to enhance development of the role</p> <ul style="list-style-type: none"> <li>• Consistently refer to and relate practice to literature and research</li> <li>• Critique, discuss and disseminate evidence-based information</li> <li>• Provide interdisciplinary education across teams.</li> <li>• Maintains an awareness of current developments in the area being worked in and make recommendations to changes in model of care.</li> <li>• Be involved in the induction and training of newly appointed staff as required.</li> <li>• Provides mentoring and support and / or professional supervision where required.</li> </ul>	<ul style="list-style-type: none"> <li>• You have formal and informal systems in place for supporting colleagues</li> <li>• You implement evidence-based best practice procedures and guidelines</li> <li>• You update your knowledge related to best practice guidelines and area of practice</li> <li>• You participate in an approved CPD programme (as per professional requirements)</li> <li>•</li> </ul>

<b>Service Improvement and Research / Te Whakapai Ratonga me Te Rangahau</b>	
<ul style="list-style-type: none"> <li>• Broadens research and development skills through participation in local audit and research projects as identified by team leaders, or other professionals.</li> <li>• Participates in quality improvement activities to develop and improve service delivery, clinical practice or professional standards. This may include care pathways / treatment protocols, standards of practice etc.</li> <li>• Develops and /or participates in national/ regional / sub regional professional networks as appropriate to area of work.</li> <li>• Contributes to annual planning process, including identifying gaps in service and participating in work / projects that may result from the planning process.</li> <li>• Practises in a way that utilises resources in the most cost-effective manner, including inter-disciplinary and transdisciplinary practice</li> </ul>	<ul style="list-style-type: none"> <li>• Active participation in department quality and service developments.</li> <li>• Establishes working partnerships with external organisations to promote integrated working</li> </ul>
<b>Other Duties</b>	
<p>Undertaking duties from time to time that may be in addition to those outlined above but which fall within your capabilities and experience.</p> <p>Act as a role model for the Southern DHB Organisational Values.</p>	<ul style="list-style-type: none"> <li>• You respond positively to requests for assistance in own and other areas, demonstrating adaptability and willingness.</li> <li>• You produce work that complies with SDHB processes and reflects best practice.</li> <li>• Research undertaken is robust and well considered.</li> <li>• Live and support the DHB values in everything you do.</li> </ul>
<b>Professional Development – self</b>	
<p>Identifying areas for personal and professional development.</p>	<ul style="list-style-type: none"> <li>• Training and development goals are identified/agreed with your manager.</li> <li>• Performance objectives reviewed annually with your manager.</li> <li>• You actively seek feedback and accept constructive criticism.</li> </ul>
<b>Health, Safety and Wellbeing</b>	
<p>Taking all practicable steps to ensure personal safety and the safety of others while at work, in accordance with the Southern DHB’s Health, Safety and Wellbeing policies, procedures and systems.</p>	<ul style="list-style-type: none"> <li>• You understand and consistently meet your obligations under Southern DHB’s Health and Safety policy/procedures.</li> <li>• You actively encourage and challenge your peers to work in a safe manner.</li> <li>• Effort is made to strive for best practice in Health and Safety at all times.</li> </ul>
<b>Treaty of Waitangi</b>	
<p>The principles of Te Tiriti, as articulated by the courts and the Waitangi Tribunal, underpin the Ministry’s commitment to Te Tiriti. Tino rangatiratanga, Equity, Active protection, Options and Partnership will guide your interaction with others on a day to day basis.</p>	<ul style="list-style-type: none"> <li>• Tino rangatiratanga - Providing for Māori self-determination and mana motuhake in the design, delivery and monitoring of health and disability services.</li> <li>• Equity - Being committed to achieving equitable health outcomes for Māori.</li> <li>• Active protection - Acting to the fullest extent practicable to achieve equitable health outcomes for Māori. This includes ensuring that the Crown, its agents and its Treaty partner under Te Tiriti are well</li> </ul>

	<p>informed on the extent, and nature, of both Māori health outcomes and efforts to achieve Māori health equity.</p> <ul style="list-style-type: none"> <li>Options - Providing for and properly resourcing kaupapa Māori health and disability services. Furthermore, the Crown is obliged to ensure that all health and disability services are provided in a culturally appropriate way that recognises and supports the expression of hauora Māori models of care.</li> <li>Partnership - Working in partnership with Māori in the governance, design, delivery and monitoring of health and disability services – Māori must be co-designers, with the Crown, of the primary health system for Māori.</li> </ul>
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Note: the above example measures are provided as a guide only. The precise performance measures for this position will require further discussion between the job holder and manager.

**CHANGES TO POSITION DESCRIPTION**

From time to time it may be necessary to consider changes to the position description in response to the changing nature of our work environment – including technological requirements or statutory changes. This Position Description may be reviewed as part of the preparation for your annual performance and development review.

Acknowledged / Accepted:

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Employee

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Date

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Manager

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Date