

Directorate: ACT Education Directorate	Position Number: 66475
Division: Service Design & Delivery	Classification: Health Professional Class 2
Business Unit: Engagement & Wellbeing Support Services	Location: Stirling
Position Title: Social Worker	Last Reviewed: 11 August 2026

DIRECTORATE OVERVIEW

The Education Directorate leads and delivers high quality, inclusive and equitable education where all are safe and valued. We are guided by the principles of focus on learning, embedding cultural integrity, keeping everyone safe and well, aligning our work, using evidence and being accountable and leading together.

The Directorate supports workforce diversity and is committed to creating an inclusive workplace. As part of this commitment, Aboriginal and Torres Strait Islander peoples, people with disability, culturally diverse people and those who identify as LGBTIQ+ are strongly encouraged to apply.

BRANCH OVERVIEW

The Engagement and Wellbeing Support Services (EWSS) Branch works with school staff, students, parent/carers, and other internal and external stakeholders to improve student engagement and learning and wellbeing outcomes. EWSS supports schools in managing complex issues and provides tailored support for students and schools based on needs, while managing key organisational risks. The branch contributes through the knowledge and skills of multidisciplinary teams, policy implementation support, program development, and professional learning/capacity building. The branch also provides strategic direction to the Directorate in areas such as student wellbeing and engagement, inclusion, and the creation of safe and supportive school environments.

BUSINESS UNIT OVERVIEW

Clinical Practice is responsible for the management of the School Psychology, Allied Health Service and Wellbeing in Schools (WINS). These teams are responsible for the service delivery of health and wellbeing supports across ACT Public schools and contribute to the strategic direction of the Engagement and Wellbeing Support Service branch. The Clinical Practice team works in partnership with schools to develop multi-tiered systems of support to ensure all students receive the level of intervention they need to achieve positive educational and wellbeing outcomes. Our services include providing discipline specific advice and consultation to schools to respond to the needs of students, delivering targeted and selected interventions for students and families experiencing complexity, and contributing to the development and delivery of programs and professional learning to build capacity in our schools, in partnership with key stakeholders.

POSITION OVERVIEW

Clinical Practice is comprised of the School Psychology, Allied Health Service and Wellbeing in Schools teams. These teams employ a range of allied health professionals and support staff, including psychologists, social workers, speech language pathologists, occupational therapists, physiotherapists, allied health assistants, senior youth workers and administration staff. In joining the team, you will have opportunity to undertake a range of

direct social work roles across the Allied Health Service and Wellbeing in Schools team.

Allied Health Service: The Allied Health Service Social Work team are part of a multidisciplinary team who work directly and indirectly with children, young people and their families to support engagement and participation in school. Social Workers deliver psychosocial interventions to students and families, and provide advice, consultation and professional learning to schools to improve wellbeing and educational outcomes.

Wellbeing in Schools (WINS) Program: The WINS team in a small Social Work team trialling a school-based service delivery model with a focus on providing services at the targeted, selected and universal interventions. The WINS team work closely with school staff to identify the needs of their students and work collaboratively to improve student attendance, engagement in learning and wellbeing outcomes. The WINS team works in partnership with community organisations to deliver psychosocial support for students and families, particularly those with complex and ongoing support needs.

The ideal candidate will be experienced in working with children and families and have a strong understanding of support options available in the ACT. They will be able to work independently and part of a team as well as have excellent interpersonal and collaborative skills. They will have the skills and capacity to impact positively on student outcomes through their delivery of psychosocial interventions in collaboration with students, families and the interprofessional team.

All positions will be provided support appropriate to the HP level, and clinical supervision requirements. The successful applicant may be asked to work across the Canberra region.

Note: A merit pool will be established from this selection process and may be used to fill similar vacancies across Student Engagement. This covers a wide range of roles including providing direct support to schools, supporting our Allied Health Student Engagement Teams, Targeted Support Teams and more.

DUTIES / RESPONSIBILITIES

In accordance with Directorate Policies:

1. Support the Executive Branch Manager, Senior Director and Director to deliver the strategic direction of the Student Engagement Branch within the Directorate and collaborate in the development of policies and processes.
2. Provide or facilitate direct service delivery to students with complex concerns, including developmental trauma, to strengthen participation and engagement in education. This may include social work assessments, psychosocial interventions, and complex case management with students and families.
3. Provide information, advice and professional learning to teachers, school leaders, support staff and other allied health professionals to enhance the teaching and support of students with complex needs.
4. Ability to work independently, while working effectively within an interprofessional team. This includes consulting and collaborating with key stakeholders, such as teachers, parents, carers, school administrators and external agencies to support and enhance student learning and wellbeing;
5. Compliance with guidelines in relation to the use, maintenance and storage of clinical records.
6. Consistently model and demonstrate the principles of the ACTPS Respect, Equity and Diversity (RED) Framework 2010, ACTPS Code of Conduct 2012 (inc. Values and Signature Behaviours) and lead safe work practices that are in accordance with the Directorate's Cultural Integrity Continuum and Health, Safety and Wellbeing Safety Management System Framework.

Applications must include:

1. A statement against the selection criteria.
This should summarise how your skills, personal qualities and experiences would enable you to fulfil the responsibilities of the position (maximum 4 pages).
2. A current resume or Curriculum Vitae
Your Resumé is your introduction to the selection committee and includes personal details, professional experience, and qualifications. It may also contain a list of publications, presentations, awards or honours, affiliations with professional associations and community interests relevant to the capabilities.
3. Two referees
Provide names and contact details of two referees with a thorough knowledge of your work performance and outlook. Ensure that one of the referees is your current or immediate past supervisor. Referees may be contacted at any time during the selection process, and the panel may request a written or verbal referee report. Referees will not be contacted without your knowledge.

SELECTION CRITERIA

In two pages or less your Statement of Claims against the selection criteria should summarise how your skills, personal qualities and experiences would enable you to fulfil the responsibilities of the position. It is therefore in your interests to present your application in a way that demonstrates significant outcomes associated with each of the criteria, as well as the capabilities and behaviours that underpin them.

1. Proven ability to manage an allocated workload and deliver discipline specific services, including assessments, individual and group interventions, and case management to students and families with complex support needs.
2. Proven ability to collaborate effectively within a multidisciplinary team through stakeholder engagement, participation in case consultations and joint assessments, contribution to team decision making and planning, and the provision of discipline-specific knowledge and expertise.
3. Exceptional interpersonal skills including the ability to effectively engage and partner with students, families, carers, health professionals, agencies, and stakeholders.
4. Demonstrated understanding of the ACT Education context, including knowledge of the legislative requirements and strategic plans related to supporting children and young people at school
5. A demonstrated commitment to the ACT Public Service Values of collaboration, respect, integrity and innovation as well as demonstrated commitment to cultural integrity, LGBTIQ+ awareness and disability inclusion.

MANDATORY

1. Tertiary qualifications in Social Work
2. A minimum of 1-year post-qualifying experience.
3. Membership with the Australian Association of Social Workers or eligibility for membership.
4. Current drivers licence essential, including access to a private vehicle for work purposes.
5. Prior to commencing in this role, a current registration issued under the working with Vulnerable People (Background Checking) Act 2011 will be required. For further information on Working with Vulnerable People registration refer to: https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804

HIGHLY DESIRABLE

- Relevant experience in education or a related area.
- A comprehensive knowledge of youth services and programs in the ACT, and established connections with the ACT Youth and Community Sector.

CONTACT

For further information regarding these opportunities please contact Hannah Millard via email at Hannah.Millard@ed.act.edu.au