ACT Government
Health and Community Services

POSITION DESCRIPTION

Directorate: Health and Community Services

Division: Community Participation, Sector Development and Regulation

Business Unit: Support Services for Children

Position Title: Clinical Educator

Position Number: P72673

Classification: Health Professional Level 4 (HP4)

Location: Multiple - Tuggeranong, Gungahlin, West Belconnen, Holder

Last Reviewed: October 2026

DIRECTORATE OVERVIEW

The Health and Community Services Directorate (HCSD) delivers a broad range of health and human services to support the wellbeing of the ACT Community and ensures our public health system meets the community's needs, now and into the future. HCSD provides strategic leadership on policy and population health direction for the ACT health system, ensuring services are innovative, effective, and responsive to community needs.

Alongside health strategy, HCSD is responsible for a range of human services including multicultural affairs, services for older people, housing, women's initiatives, family and domestic violence and homelessness services, and support for children, youth, and families. The Directorate also leads community disaster recovery and Aboriginal and Torres Strait Islander engagement.

HCSD is an inclusive employer where all people are respected and valued for their contribution. We strongly encourage and welcome applications from Aboriginal and/or Torres Strait Islander people, People with Disability, people from culturally and linguistically diverse backgrounds, veterans, mature age workers and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ) people.

DIVISION OVERVIEW

The Community Participation, Sector Development and Regulation Division comprises four branches and two statutory functions. It works to strengthen community connections and participation opportunities for all Canberrans, including those from culturally diverse backgrounds, children and families, seniors and veterans. The Division facilitates engagement between the community and government and enhances the capacity of the community sector through a variety of support and development activities.

The Division is responsible for early support and intervention of children and their families including through case coordination, referral, assessment and therapy for children who may be experiencing concerns with development or who may need targeted services due to other vulnerabilities. Sites include the Child and Family Centres and the Child Development Service.

BUSINESS UNIT OVERVIEW

The Support Services for Children (SSC) Branch provides early intervention and prevention services to ACT children and their families. The Branch manages three Child and Family Centres, located across Canberra in Gungahlin, West Belconnen and Tuggeranong, and the Child Development Service in Holder.

The Child and Family Centres (CFCs) deliver services to children aged 0 to 8, including parenting education groups, supported playgroups, home visiting programs, specialist clinical services, dedicated work with multicultural communities and focused Aboriginal and Torres Strait Islander community programs up to age 12. Child and Family Centres support children and families with a diverse range of needs including children with developmental delay and/or autism.

The Child Development Service (CDS) offers early intervention services to children and their families across Canberra. This includes assessment and therapy for children aged 0-8 with development delay, and autism assessment and diagnosis for children aged 0-12. Services are provided by an interdisciplinary team of speech therapists, occupational therapists, physiotherapists, allied health assistants and educators. The CDS also oversees the Children and Young People Equipment Loan Service (CAYPELS) and the provision of low-cost assistive technology for children with developmental delay, disability and/or autism.

Support Services for Children is committed to protecting and promoting the rights, safety and wellbeing of children. As part of our commitment to being a child safe organisation, we actively engage with children to ensure their rights, safety, and wellbeing are at the centre of our values and actions. We genuinely promote the cultural safety and inclusion of all children and families, including by respecting and valuing the diverse and unique identities and experiences of Aboriginal and Torres Strait Islander people. We work to reduce barriers to access, prevent discrimination and strengthen our ability to identify and respond to risks. We ensure concerns, allegations and disclosures are responded to and reported promptly. We take a zero-tolerance approach to discrimination, child abuse, and any actions that contravene the human rights of children and young people.

POSITION OVERVIEW

The Clinical Educator coordinates the delivery of clinical education, supervision, teaching and workforce development support to students and staff across the Support Services for Children Branch. This includes coordinating student placements, building and maintaining partnerships with universities and other training providers and supporting professional learning, supervision and career development pathways for staff.

Working across the Branch, the Clinical Educator supports the delivery of high-quality, evidence-informed services that promote positive early childhood development outcomes for children and families. The position fosters consistent, interdisciplinary approaches that are evidence-informed, child and family-centred and neuro-affirming. As a newly established role, the Clinical Educator will contribute to the design and implementation of a learning and development framework to support a sustainable workforce and continuous improvement across the Branch.

The Clinical Educator reports directly to the Thriving Kids Implementation Officer within Support Services for Children.

WHAT YOU WILL DO

Under broad direction, the Clinical Educator will:

- Provide leadership in clinical education, teaching and clinical supervision activities, including supporting students undertaking vocational, undergraduate and postgraduate education, in conjunction with managers, clinical leads and team leaders.
- Collaborate with senior clinicians to design, implement and evaluate teaching and training programs that strengthen workforce capability and support high quality, consistent, evidence-based practice.
- Establish and maintain effective partnerships with universities and other training providers to support student placements, clinical teaching, curriculum development, workforce initiatives and research.

- Contribute to the establishment and maintenance of structured learning forums that build workforce capability, strengthen professional networks, facilitate information sharing and promote consistent approaches to service delivery both within and external to the Branch.
- Promote and facilitate research and/or quality improvement projects that enhance early intervention practice and align with organisational strategic priorities.
- Lead the development and review of workforce learning and development frameworks, policies, guidelines and resources to build professional capability.
- Undertake other duties appropriate to this level of classification which contribute to the operation of the organisation.
- This position involves direct supervision of students and may involve supervision of graduate staff.

WHAT YOU REQUIRE

The following capabilities form the criteria that are required to perform the duties and responsibilities of the position.

Professional / Technical Skills and Knowledge

1. Demonstrated expertise in clinical education, adult learning principles and workforce capability development, including the ability to design, deliver and evaluate education, teaching and training programs.
2. Demonstrated ability to coordinate and support high-quality student placements in partnership with education providers and community-based services.
3. High-level knowledge of evidence-informed, child and family-centred, culturally responsive and neuro-affirming early intervention approaches to supporting children and families.

Behavioural Capabilities

4. Highly developed verbal and written skills, with demonstrated ability to build and maintain productive stakeholder relationships and develop frameworks, policies and guidelines that enhance learning, research, innovation and interdisciplinary practice.
5. Demonstrated ability to work collaboratively with members of an interdisciplinary team, fostering a culture of shared learning, continuous improvement and professional excellence.
6. Demonstrated ability to model ethical behaviour and drive team commitment to deliver outcomes aligned to the ACTPS Values and Signature Behaviours and Government priorities, and to achieve consistently high service standards.

Compliance Requirements / Qualifications

- Relevant tertiary qualifications in Social Work, Psychology, Occupational Therapy, Speech Pathology, Physiotherapy or a related discipline are essential.
- A minimum of 5 years practice experience working with children and families.
- Current Australian Driver’s Licence.
- Prior to commencement, the successful candidate will be required to undergo a pre-employment National Police Check.
- This position does require a Working with Vulnerable People Check.

Desirable

- Post graduate qualification, or working towards a qualification, in education, training and assessment, or equivalent.

WORK ENVIRONMENT DESCRIPTION

The following work environment description outlines the inherent requirements of the role of HP4 Clinical Educator and indicates how frequently each of these requirements would be performed. Please note that ACTPS is committed to providing reasonable adjustment and ensuring all individuals have equal opportunities in the workplace.

ADMINISTRATIVE	FREQUENCY
Telephone use	Frequently
General computer use	Frequently
Extensive keying/data entry	Frequently
Graphical/analytical based	Frequently
Sitting at a desk	Frequently
Standing for long periods	Occasionally
Designated workstation	Occasionally

STANDARD HOURS	FREQUENCY
Flexible working hours (access to flex time)	Occasionally
Fixed or specified start/finish times	Frequently
Access to Accrued Days Off (ADO's)	Never
Peaks and troughs	Frequently
Frequent overtime	Occasionally
Rostered shift work	Never

SOCIAL DEMANDS	FREQUENCY
Work with others towards shared goals in a team environment	Frequently
Work in isolation from other staff (remote supervision)	Occasionally
Working in a call centre environment	Never
Working directly with the public	Frequently

PHYSICAL DEMANDS	FREQUENCY
Distance walking (large buildings or inter-building transit)	Occasionally
Working outdoors	Occasionally

MANUAL HANDLING	FREQUENCY
Lifting 0 – 5kg	Occasionally
Lifting 5 – 10kg	Occasionally
Lifting 10kg+	Never
Climbing	Never
Reaching	Occasionally

Bending/squatting	Occasionally
Push/pull	Occasionally
Sequential repetitive movements in a short amount of time	Occasionally

TRAVEL	**FREQUENCY**
Frequent travel – multiple work sites	Frequently
Frequent travel – driving	Frequently
Frequent travel – interstate	Occasionally

SPECIFIC HAZARDS	**FREQUENCY**
Working at heights	Never
Exposure to extreme temperatures	Never
Operation of heavy machinery e.g. forklift	Never
Confined spaces	Never
Excessive noise	Occasionally
Low lighting	Occasionally
Handling of dangerous goods/equipment	Never
Working with asbestos	Never
Potential to encounter agitated customers	Occasionally
Exposure to potentially distressing case material	Frequently

OTHER	**FREQUENCY**
Uniform required	Never
Personal Protective Equipment (PPE) required	Never