

POSITION DESCRIPTION

Directorate:	Education
Branch:	Governance
Section:	Feedback and Complaints
Position Title:	Social Worker
Position Number:	PN71355
Classification:	Health Professional 4 (HP4)
Security Clearance Required:	No
Location:	220 London Circuit/Hedley Beare Centre for Teaching and Learning/Working from home
Last Reviewed:	February 2026

DIRECTORATE OVERVIEW

The Education Directorate develops and delivers educational services to empower each child and young person in the ACT to learn for life. The Directorate achieves this through:

- the provision of public preschools, primary, secondary, specialist schools and colleges
- access to quality teaching, specialised learning programs and well-being supports for individual student needs
- enrolment and support of international students
- the registration and regulation of home education, early childhood learning centres and non-government schools.

Our mission is to offer excellent, fair and equitable education to more than 50,000 students across 93 public schools. We want all students to feel safe, valued and supported to thrive.

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 Branch is responsible for the policy, strategic planning, and management of school support for student wellbeing, including the provision of allied health services.

The Branch provides direct support for individual students, and support to classroom teachers and school leadership teams designed to build the capacity of schools and contribute to the achievement of improved student outcomes.

The Branch includes:

- Clinical Practice
- Wellbeing Policy and Service Design
- Flexible Education

The Branch leads key policy for student wellbeing and works closely with schools to ensure students access and participate in education. The Branch works closely with other government directorates, families and external agencies and providers.

The Engagement and Wellbeing Support Services Branch includes the Clinical Practice service which provides school psychology services, allied health service, and youth and social worker services to support schools in addressing barriers to student engagement and learning.

CLINICAL PRACTICE

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. 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.

POSITION OVERVIEW

The WINS leadership team is made up of Social and Youth Work Team Leaders, Social Work Clinical Leads and Senior Social Work Clinicians who perform a range of operational management, clinical leadership, incident response and complex case management functions. In joining the team as a Senior Social Work Clinician, you will have opportunity to undertake a range of leadership and clinical roles to deliver high quality social work services, build the capability of Education teams and shape policies and procedures to improve service engagement and coordination for students and families facing complexity.

The advertised Senior Social Work position is a clinical role providing direct case support to students and families with intersecting challenges and vulnerabilities. This role will deliver support through system navigation and advocacy, specialist service coordination, and psychosocial interventions while also contributing to evidence-informed practice through professional learning, developing frameworks, defining processes and building the capability of Education Directorate staff and teams.

This position will initially work with the Feedback and Complaints team for a 6-month trial period. The role has been established to enhance the Education Directorate's ability to manage complex, sensitive and vulnerable situations by providing social work expertise, trauma informed practice, risk assessment and support to both complainants and staff. The role ensures all people, especially those facing barriers, can meaningfully engage with the complaints process.

The successful applicant will be experienced in working with children and families and have a strong understanding of services in the ACT. They will be able to work independently and part of a team as well as have excellent people skills and collaborative skills. Exceptional stakeholder management and negotiation skills are desirable to work effectively with the broad range of education stakeholders to achieve excellent outcomes.

The successful applicant will have the skills and capacity to impact positively on student outcomes through the delivery of psychosocial interventions in collaboration with students, families and the interprofessional team. An understanding of the education operating environment is also beneficial.

You will be provided support appropriate to the Health Professional level, and clinical supervision requirements. The successful applicant may be asked to work across the ACT region.

WHAT YOU WILL DO

In accordance with Directorate policies and legislation:

1. Provide service coordination for students with complex issues, to facilitate timely and appropriate information sharing between families, schools, and support services.
2. Provide or facilitate direct service delivery to students with complex issues, to strengthen their participation and engagement in education. This may include social work assessments, system navigation, service coordination, psychosocial interventions, and complex case management with students and families.
3. Provide information, advice and professional learning to Education Directorate staff to enhance the capability of school-based and ESO teams to 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. Contribute to the operational planning of the Wellbeing in Schools team, including incident response and risk mitigation.
6. Contribute to the development of guidelines and procedures that promote safe and effective service delivery across the Education Directorate.
7. Provide leadership in a fast-paced environment and contribute to a culture of continuous improvement.
8. Compliance with guidelines in relation to the use, maintenance, and storage of clinical records.
9. 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.

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. Please also include a copy of your resume and contact details for two referees.

1. High level clinical skills and experience delivering psychosocial supports including assessment, therapeutic interventions, and case management to students and families with complex needs.
2. Demonstrated ability to work collaboratively in multidisciplinary and inter-agency teams: including liaison with stakeholders, case coordination, joint assessments, team decision making and planning, and contributing discipline specific skills and expertise to deliver services.

3. Exceptional interpersonal, oral and written communication skills and an ability to engage with students and families and build productive stakeholder partnerships.
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.

Compliance Requirements / Qualifications

1. Current registration under the *Working with Vulnerable People (Background Checking) Act 2011*.
2. Tertiary qualifications in Social Work.
3. A minimum of 4 years, or equivalent, post-graduate experience.
4. Membership with the Australian Association of Social Worker or eligibility for membership.
5. Current driver's licence essential.

WORK ENVIRONMENT DESCRIPTION

The following work environment description outlines the inherent requirements of the role of Health Professional 4 – Social Worker (position number PN71355) 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	Occasionally
Sitting at a desk	Frequently
Standing for long periods	Occasionally
Designated workstation	Never

STANDARD HOURS	FREQUENCY
Flexible working hours (access to flex time)	Occasionally
Fixed or specified start/finish times	Frequently
Expected to work extensive hours over a significant period due to the nature of the duties	Occasionally
Access to Accrued Days Off (ADO's)	Never
Peaks and troughs	Occasionally

Frequent overtime	Never
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	Occasionally
Working directly with the public	Frequently

PHYSICAL DEMANDS	FREQUENCY
Distance walking (large buildings or inter-building transit)	Occasionally
Working outdoors	Never

MANUAL HANDLING	FREQUENCY
Lifting 0 – 5kg	Occasionally
Lifting 5 – 10kg	Never
Lifting 10kg+	Never
Climbing	Never
Reaching	Never
Bending/squatting	Never
Push/pull	Never
Sequential repetitive movements in a short amount of time	Never

TRAVEL	FREQUENCY
Frequent travel – multiple work sites	Occasionally
Frequent travel – driving	Occasionally
Frequent travel – interstate	Never

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	Never
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

