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| **POSITION**: Occupational Therapist | **STAFF GROUP:** Education Support Officer |
| **REPORTING TO** | **Deputy Principal** - Learning Diversity |
| **POSITION DESCRIPTION/SALARY & BENEFITS** | The Occupational Therapist will demonstrate a commitment to the mission of Catholic education and a capacity to realise that mission in the context of St. Francis Xavier Primary School Strategy Plan which promotes strong, shared leadership and a culture of creativity and innovative practice.The salary range for this position is $69,817 - $90,883 per annum (ESO Subdivision 3 or 4) and is classified under the Education Support Officer Category B scale of the *Victorian Catholic Education Multi Enterprise Agreement 2018*. Superannuation contribution in accordance with the Superannuation Guarantee Legislation is in addition to this salary payment. Professional working hours apply to this position and other conditions as per the *Victorian Catholic Education Multi Enterprise Agreement 2018*. |
| **KEY SELECTION CRITERIA** | 1. Ability to provide Occupational Therapy services within a school setting to children with sensory impairments, developmental delays and attention issues.
2. Well-developed interpersonal skills including:
	1. experience in consultation and collaboration with other professionals;
	2. the ability to operate within a team;
	3. the capacity to communicate effectively within SFX staff, principal, teachers, school community and allied health professionals;
	4. Strong written communication skills.
3. Ability to develop and implement interventions to support access and participation in learning for students with impairments.
4. An awareness of current best-practice in the management of sensory and developmental impairments in school-aged students.
5. A commitment to the principles of Catholic teaching and the policies of St. Francis Xavier Primary School.
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| **QUALIFICATIONS, SKILLS & EXPERIENCE** | 1. Tertiary qualifications in Occupational Therapy.
2. Eligibility for membership of Occupational Board of Australia.
3. Previous experience working in the school environment, providing occupational therapy services to school-age children with sensory impairments.
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| **OBJECTIVES OF POSITION**1. Provide support to the school leadership team, individual staff and/or other key stakeholders to enhance access and learning outcomes for students with impairments.
2. Provide advice regarding educational needs and current best-practice in the area of Occupational Therapy.
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| **DUTIES/ACCOUNTABILITIES**1. Collaboration with teachers for optimal environmental set up in classroom for individual needs of students. i.e., zoning. For example, quiet space, break space, movement space, visual input, seating plans.
2. Recommendations for appropriate furniture and ergonomics for students
3. Resource classroom/student’s with appropriate OT equipment
4. Implementation of whole class interventions that address sensory difficulties
5. Support classroom staff with the interpretation and implementation of personalised sensory strategies
6. Provide classroom staff with training and recommendations for interventions
7. Model programs to staff and provide feedback
8. Develop program goals and contingency supports for individual students as needed
9. Tailor individual sensory and motor supports for students
10. Collaborate with staff to administer and analyse sensory based assessment
11. Observe students in their environment to further support and inform recommendations.
12. Write and provide a report of sensory based assessment where appropriate
13. Document and provide classroom staff with individual based sensory strategies and recommendations as guided by classroom observations and or assessment
14. Provide and/or recommend tools movement and quiet room breaks
15. Collaborate with teachers on differentiating the individual learning needs of students
16. Collaborate with teachers to support individual students accessing their curriculum learning by providing recommendations and feedback on praxis related to students learning needs
17. Provide information and professional learning around students accessing the community such as school excursions, school camp or attendance at mass.
18. Liaise with school staff regarding pathways planning or high school transition for later years students where appropriate
19. Coordinating and delivering key responsibilities of occupational therapy outside of classrooms
20. Maintain appropriate record keeping in line with AHPRA policies
21. Attend Learning Diversity meetings as required
22. Attend and contribute to PSG meetings as required
23. Other duties as directed by the Principal or Deputy Principal.
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