



## OCCUPATIONAL THERAPIST

### POSITION DESCRIPTION

**Our Vision:** Catherine McAuley College (CMC) lives out the Mercy charism, striving to make Jesus Christ known and loved by all. We are a Child Safe School, our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success.

**Our Touchstone Statement:** *Inspiring members of our community to be learners impelled to thrive and serve.*

We are dedicated to developing students who are critical and creative thinkers, with the skills to be self-motivated in the pursuit of knowledge. Our students are empowered to see themselves as positive agents of change, who are called to participate actively and ethically in society as young people of Mercy.

The College is a reGEN school committed to promoting and adopting an integrated curriculum

### POSITION SUMMARY

Provide quality school-based occupational therapy services, which includes but is not limited to assessment/evaluation, intervention/treatment, IEP planning and implementation, related documentation, and communication between teachers, student support, related service providers, and families.

### ESSENTIAL DUTIES & RESPONSIBILITIES

#### Occupational Therapist

- Knowledge of occupational therapy theories, models of practice, principles, and evidence-based practice
- Preferred knowledge in Sensory Integration theory and practices
- Preferred knowledge and experience in using Occupational Therapy models of assessment and intervention to address attention, emotional and behavioural needs.
- Knowledge of human development throughout the life span
- Ability to articulate the role of the occupational therapy in the evaluation, intervention planning, and intervention process
- Ability to analyse tasks relative to areas of occupation, performance skills, activity demands, contexts, and student factors to implement the intervention plan
- Ability to recognize occupational performance deficits in the areas of personal care, student role/interactive skills, processing skills, play, community integration, and written communication
- Skill in gathering screening and evaluation data, completing checklists, histories, and interviews
- Ability to select, adapt, and sequence relevant occupations and purposeful activities that support intervention goals
- Skill in effective oral and written communication
- Ability to maintain safe environments, equipment, and materials
- Ability to prepare and maintain accurate records and progress notes
- Willingness to be educated and trained for specific program implementation



	<ul style="list-style-type: none"> <li>Initiative, strong work ethic, and the ability to positively interact and collaborate in a team environment</li> <li>Complete thorough evaluation, including muscle tone, range of motion/mobility, orthopaedic needs, movement analysis, perceptive/fine motor skills, sensory motor processing and functional activities of daily living</li> <li>Educate and demonstrate (verbally or written) therapy techniques to parents that can be incorporated into the home</li> <li>Develop and implement IEPs to meet the individual needs of the child</li> <li>Attend staff meetings, in-service training, and continuing education courses as appropriate or required</li> <li>Assess and make recommendations regarding the use of adaptive equipment as needed and provide written justification</li> <li>Responsible for timely documentation of evaluation results, progress reports, discharge reports, daily notes, service tracker notes</li> <li>Maintain professional clinical competency by attending certified CEU in-services and workshops</li> <li>Other duties as assigned</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Be open to researching areas of interest relevant to directions provided in the school's strategic plan.</li> <li>Continue development of ICT skills as technologies evolve.</li> <li>Participate in the staff appraisal process.</li> <li>Be an active member of a relevant professional association as duties permit.</li> <li>Support collegial learning by acting as a mentor or supervising and supporting a student teacher after consultation with subject coordinator.</li> </ul>
<b>General and Administrative Duties</b>	<ul style="list-style-type: none"> <li>Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures.</li> <li>Maintain currency mandatory reporting and anaphylaxis training.</li> <li>Demonstrate duty of care to students in relation to the physical and mental wellbeing.</li> <li>Attend all relevant school meetings and after school services/assemblies, sporting events, mass, community and faith days as well as professional learning opportunities.</li> <li>Demonstrate professional and collegiate relationships with colleagues.</li> </ul>

## KEY SELECTION CRITERIA

<b>Qualifications and Experience</b>	<b>Essential:</b> <ul style="list-style-type: none"> <li>Successful completion and graduation from an accredited Occupational Therapy program recognized by Occupational Therapy Board AHPRA and completion of all fieldwork requirements</li> <li>1-2 years of experience as an occupational therapist in an urban school setting with high-school aged children</li> <li>Certification as an occupational therapist by the Occupational Therapy Board for Certification of Occupational Therapy (AHPRA)</li> <li>Current Driver's Licence</li> <li>Current Victorian Working With Children Check - Employment</li> </ul>
	<b>Desirable Other:</b> <ul style="list-style-type: none"> <li>Relevant post-graduate studies (or working towards such qualifications)</li> </ul>



	<ul style="list-style-type: none"> <li>• Membership of a relevant professional body (e.g. accounting organisation CPA, CA, IPA)</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Demonstrate professional and collegiate relationships with colleagues.</li> <li>• Personal sense of initiative, innovation, and enthusiasm.</li> <li>• Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents and the school community.</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions.</li> <li>• Ability and willingness to accept policy directives.</li> <li>• Ability to manage complex tasks with minimal supervision</li> <li>• Ability to develop and maintain strong working relationships with key stakeholders</li> <li>• Capacity to work to tight time lines</li> <li>• Proven capacity to work independently</li> <li>• Sound organisational skills including strong attention to detail</li> <li>• Proven time-management skills</li> <li>• Demonstrate an advanced understanding of strategies for students with autism, developmental delay, specific learning disabilities, and behaviour disorders</li> <li>• Be a strong classroom support</li> <li>• Demonstrate strong skills in partnering with families</li> <li>• Demonstrate excellent oral and written communication skills and the ability to communicate effectively with a diverse group of colleagues, parents, families, and community members</li> <li>• Be committed to meeting the needs of a diverse student population</li> <li>• Have a track record of being a team player and community minded</li> <li>• Be committed to their own learning</li> <li>• Have excellent time-management skills, attention to detail, and ability to work independently</li> <li>• Have a passion for urban schools</li> <li>• Adhere to a high level of professional and ethical standards</li> </ul>
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of the ethos of a Catholic school and its mission.</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Experience working with children</li> <li>• A demonstrated understanding of child safety</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children</li> <li>• Be a suitable person to engage in child-connected work</li> <li>• Must hold or be willing to acquire a Working with Children Check card and must be willing to undergo a National Police Record Check</li> </ul>

## EMPLOYMENT CONDITIONS

<b>Appointment</b>	This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program.
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<b>Reports to</b>	Student Services Coordinator, Principal
<b>Conditions</b>	Conditions are in accordance with the Victorian Catholic Education Multi Enterprise Agreement (VCEMEA) 2018.
<b>Review and Appraisal</b>	<p>As an employee of Mercy Education Limited this appointment will comply with the contract of employment.</p> <p>The incumbent is subject to the College's Annual Review Policy.</p>
<b>Professional Development</b>	Undertake professional development in line with the College Professional Learning policy.

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.