



## OCCUPATIONAL THERAPIST ROLE DESCRIPTION

### Role Description

Occupational Therapy intervention will support students to reach their optimal level of skill performance within all areas of the school curriculum.

Occupational Therapy at Yarrabah School aims to promote students' level of independence in their activities of daily living. This includes assessment, intervention, and goal setting in the areas of;

- PADL (personal activities of daily living); grooming, toileting, showering, eating, dressing
- DALD (domestic activities of daily living); food preparation, cleaning tasks, following daily routines
- CALDs (community activities of daily living); productivity, leisure, sleep, travel education, car safety, work skills and social safety

The Occupational Therapist aims to support overcoming occupational barriers for children to fulfil their role as a student at Yarrabah School.

### Outcome

All students will have access to an inclusive environment and individualised strategies to increase performance and independence in the areas of:

- Sensory processing & self-regulation
- Fine & gross motor development
- Pre-writing & handwriting skills
- Keyboarding & computer skills
- Life skills
- Social safety
- Pretend play skills
- Work skills & futures programs
- Community access & travel training
- Social & emotional skills

### Duties required of the Occupational Therapist

- To work within the Yarrabah's Therapy Framework to use collaborative, consultative and individualised models of service delivery as appropriate to students and PLC section needs.
- To provide Occupational Therapy intervention through a variety of goal directed and therapeutic programs such as; Learn to Play, Life Skills, Handwriting Without Tears, and to support students to access all areas of the school curriculum.
- To use Yarrabah's curriculum resources such as the Life Skills Developmental Checklist and Travel Education Program to assess students and plan for their programs.

- To ensure students' sensory processing needs are considered when planning programs, routines and activities. Assess students' sensory processing profiles as required and make recommendations as needed. Facilitate sensory programs such as sensory circuits, The Alert Program, and individualised sensory diets as relevant for students' needs.
- Work with teachers to set goals and plan programs to best meet the needs of the students within a classroom and school environment. Review these goals with the teachers and report on students' progress in relation to Occupational Therapy intervention at mid-year and end of year, and during Student Support Group meetings (SSGs).
- To work within a multidisciplinary team to provide a holistic and integrated therapy service within the special developmental school setting.
- To provide and support behaviour management plans using Positive School Wide Behaviour Support strategies.
- Provide education sessions for parents / carers to assist them in their role as primary care givers and educators of their children. To work with parents / carers of students to assist with the transfer of skills and student development from the school to home environment.
- To write letters of support for assistance with funding services and equipment on behalf of students.
- To make referrals to relevant professionals when needs of a student arise which are outside the role of a school based Occupational Therapist including; Dieticians, Paediatricians, Psychologists, and private allied health professionals such as community based or private Occupational Therapists.
- To assess students (both internal & external to Yarrabah School) and write reports for the purposes of Educational Needs Questionnaires (ENQs) as required.
- To work as a clinical educator and supervisor for Occupational Therapy students and / or volunteers.
- To work as a clinical educator and supervisor for Occupational Therapy students.
- To take on additional roles and responsibilities within the therapy team and Yarrabah School community, to contribute to the effective functioning of a school and provide best practice therapy service delivery.
- To have current AHPRA registration.
- To continually demonstrate evidence-based practice and participate in professional development education.

## **Key Selection Criteria**

Please respond to the Key Selection Criteria – no more than 6 pages thank YOU.

1. List and explain some intervention programs that may be suitable to target student goals within the domains of Personal, Community and Domestic ADLs within a school environment.
2. Ability to build rapport with a wide range of people and work effectively in a multidisciplinary team and independent to ensure best student outcomes.
3. Demonstrated excellent interpersonal skills; verbal and written communication skills.
4. The ability to participate in the development, implementation and review of training programs for staff, families and carers.
5. Demonstrated ability, understanding and commitment to the assessment for children ages 2.8-18 years old with a wide range of disabilities (including but not limited to; Autism Spectrum Disorder, Intellectual Disability, Cerebral Palsy, Down Syndrome, and Rett Syndrome).