

Role Description

Occupational Therapist – Grade 3



Education

Agency	NSW Department of Education
Division/Branch/Unit	School Operations
Location	Woniara Road School, Hurstville, NSW
Classification/Grade/Band	Occupational Therapist - Grade 3
ANZSCO Code	249111
Role Number	222938
PCAT Code	1119192
Date of Approval	June 2020
Agency Website	www.dec.nsw.gov.au

Agency overview

The NSW Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school, delivering world-class education through its public schools and providing funding support to non-government schools. We employ, develop and support teachers, leaders and other staff to deliver the best outcomes for students and to advance the wellbeing of Aboriginal people.

Primary purpose of the role

Occupational Therapists (Grade 3) work within the school community in partnership with the learning and support team and school counselling service to provide a high level of occupational therapy services to enhance student social and emotional wellbeing, learning outcomes and day to day life.

Occupational Therapists provide both whole-of-school wellbeing initiatives and targeted strengths-based supports for students requiring personalised assistance. They also have a pivotal role in working collaboratively with external child and family support agencies and other government agencies to support students.

Occupational Therapists provide services to schools from Preschool to Year 12 across a range of metropolitan, rural and remote locations.

Key accountabilities

- Undertake paediatric occupational therapy assessments of students and their learning environments.
- Recommend equipment and environmental modifications to support students with complex needs.
- Provide specialist occupational therapy advice and consultancy services to a range of internal and external stakeholders.
- Establish support networks for students with staff, government services and/or community agencies that enhance student learning and wellbeing outcomes.
- Maintain currency of accreditation as an Occupational Therapist.
- Pro-actively liaise with partner schools to support transition of students where necessary.

Key challenges

- Providing individual and specific information on the management and handling of students with complex high needs.
- Working with a diversity of key stakeholders with differing priorities, skill levels, knowledge and understandings to focus on the needs of each student.
- Exercise independent professional judgement on routine matters and seek direct professional supervision from senior staff when performing novel, complex or critical tasks.
- Balance resources and high volume workloads to meet competing student, schools, carers and family's needs to achieve positive outcomes.

Key relationships

Who	Why
Internal	
Principal / delegate	<ul style="list-style-type: none">• Advise and receive instructions, prioritise issues and keep informed of occupational therapy matters relating to student outcomes and wellbeing issues.
Learning and support team	<ul style="list-style-type: none">• Escalate issues, keep informed, provide and receive instructions that support the resolution of student outcomes and wellbeing issues within best practice occupational therapy guidelines.
Classroom teacher	<ul style="list-style-type: none">• Keep informed, advise, provide and receive instructions, and obtain broader perspectives on student outcomes and wellbeing issues.
Students (and their families)	<ul style="list-style-type: none">• Provide occupational therapy services to students to improve student learning and wellbeing outcomes.
Child and family service providers	<ul style="list-style-type: none">• Seek / maintain specialist knowledge / advice and collaboration on the implementation of school policies and plans.
External	
Professional organisations and committees.	<ul style="list-style-type: none">• Provide information and strategies to support the learning and support team with managing students with complex needs to deliver positive student outcomes based on the occupational therapist's professional judgement

Role dimensions

Decision making

The role requires Occupational Therapists to work in accordance with relevant legislative requirements, policies, procedures and guidelines of the NSW Department of Education.

Reporting line

The Occupational Therapist reports to the principal or their delegate for all matters concerning child protection and workplace duties

Direct reports

Nil

Budget/Expenditure

Nil

Essential requirements

- Relevant qualification in Bachelor of Occupational Therapy (or equivalent post-graduate qualifications).
- Knowledge of and commitment to the department's Aboriginal education policies.
- Working with Children Check for paid employment.




You must take all reasonable care for yourself and others and comply with any reasonable instruction, policies and procedures relating to work health safety and wellbeing.

Capabilities for the role


The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at <http://www.psc.nsw.gov.au/capabilityframework>

Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in **bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework		
Capability Group	Capability Name	Level
 Personal Attributes	Display Resilience and Courage	Intermediate
	Act with Integrity	Adept
	Manage Self	Intermediate
	Value Diversity and Inclusion	Foundational
 Relationships	Communicate Effectively	Intermediate
	Commit to Customer Service	Adept
	Work Collaboratively	Intermediate
	Influence and Negotiate	Intermediate
 Results	Deliver Results	Intermediate
	Plan and Prioritise	Intermediate
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	Foundational

NSW Public Sector Capability Framework

Capability Group	Capability Name	Level
	Finance	Foundational
	Technology	Intermediate
	Procurement and Contract Management	Foundational
	Project Management	Foundational

Focus capabilities for the role

It is expected that an employee new to the role will demonstrate immediate competence in each of the Focus Capabilities. The level indicated is a minimum requirement for immediate competence in the role.

In addition, behavioural indicators need to be specified for each of the focus capabilities (sourced directly from the [Capability Framework](#)).

Focus capabilities		
Capability Group: <i>Personal attributes</i>		
Capability Set	Level	Behavioural indicators
Act with Integrity	Adept	<ul style="list-style-type: none"> • Represent the organisation in an honest, ethical and professional way and encourage others to do so • Act professionally and support a culture of integrity • Set an example for others to follow and identify and explain ethical issues Identify and explain ethical issues and set an example for others to follow • Ensure that others are aware of and understand the legislation and policy framework within which they operate • Act to prevent and report misconduct and illegal and inappropriate behaviour
Capability Group: <i>Relationships</i>		
Capability Set	Level	Behavioural indicators
Communicate Effectively	Intermediate	<ul style="list-style-type: none"> • Focus on key points and speak in plain English • Clearly explain and present ideas and arguments • Listen to others to gain an understanding and ask appropriate, respectful questions • Promote the use of inclusive language and assist others to adjust where necessary • Monitor own and others' non-verbal cues and adapt where necessary • Write and prepare material that is well structured and easy to follow • Communicate routine technical information clearly
Commit to Customer Service	Adept	<ul style="list-style-type: none"> • Take responsibility for delivering high-quality customer-focused services • Design processes and policies based on the customer's point of view and needs • Understand and measure what is important to customers • Use data and information to monitor and improve customer service delivery

		<ul style="list-style-type: none"> • Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers • Maintain relationships with key customers in area of expertise • Connect and collaborate with relevant customers within the community
Influence and Negotiate	Intermediate	<ul style="list-style-type: none"> • Use facts, knowledge and experience to support recommendations • Work towards positive and mutually satisfactory outcomes • Identify and resolve issues in discussion with other staff and stakeholders • Identify others' concerns and expectations • Respond constructively to conflict and disagreements and be open to compromise • Keep discussions focused on the key issues

Capability Group: Results

Capability Set	Level	Behavioural indicators
Plan and Prioritise	Intermediate	<ul style="list-style-type: none"> • Understand the team and unit objectives and align operational activities accordingly • Initiate and develop team goals and plans, and use feedback to inform future planning • Respond proactively to changing circumstances and adjust plans and schedules when necessary • Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals • Accommodate and respond with initiative to changing priorities and operating environments
Think and Solve Problems	Intermediate	<ul style="list-style-type: none"> • Identify the facts and type of data needed to understand a problem or explore an opportunity • Research and analyse information to make recommendations based on relevant evidence • Identify issues that may hinder the completion of tasks and find appropriate solutions • Be willing to seek input from others and share own ideas to achieve best outcomes • Generate ideas and identify ways to improve systems and processes to meet user needs

Capability Group: Business Enablers

Capability Set	Level	Behavioural indicators
Technology	Intermediate	<ul style="list-style-type: none"> • Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Use available technology to improve individual performance and effectiveness • Make effective use of records, information and knowledge management functions and systems • Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies

