

Role Description

Occupational Therapist Level 3

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	Learning and Business Systems, Assisted School Travel Program (ASTP)
Role number	197793
Classification/Grade/Band	Occupational Therapist Level 3
ANZSCO Code	249111
PCAT Code	111 91 92
Date of Approval	April 2020
Agency Website	https://education.nsw.gov.au/

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.

The Assisted School Travel Program (ASTP) plays a significant role in meeting the needs of eligible students with disability by providing free specialised transport to and from school where parents and carers are unable to provide or arrange transport to the student either fully or in part.

The program provides around 3000 individual transport services through contracted service providers, free of charge to approximately 10,500 students across NSW.

Primary purpose of the role

The Occupational Therapist (Level 3) provides specialist advice and training to the Assisted School Travel Program staff, schools and contractors on the multiplicity of issues related to the management of students with complex disabilities in order to provide safe working conditions for contractors and safe travelling conditions for students with unique needs.

Key accountabilities

- Undertake paediatric occupational therapy assessments, equipment and recommending equipment prescriptions and environmental modifications to support safe transport for students with complex needs.
- Provide specialist advice and consultancy services to a range of internal and external stakeholders.
- Improve the ability of schools, parents and contractors to manage high need students in their safe transportation.
- Maintain currency of accreditation as an Occupational Therapist.
- Identify key internal and stakeholders and building alliances and partnerships within that group to develop individualised advice on manual handling and other Workplace Health and Safety.

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.
- Building the knowledge and skill set of Program staff, school personnel, contractors and parents in managing assisted travel students.

Key relationships

Who	Why
Internal	
Workplace Health and Safety Directorate	Manage staff and contractor occupational safety issues based on the unique needs of each assisted student
Assisted School Travel Program staff	Provide advice to the team based on assessments and environmental modifications as part of complex case management.
Educational Services Assessment Officer	Assist in the development of resources and training packages for schools, students and parents of students within the Assisted School Travel Program
School principals and relevant staff and contractors	Develop individualised training for staff and contractors in manual handling.
Assisted Travel Support Officers	Provide advice, training and resources to Assisted Travel Support Officers for supporting students with complex needs.
External	
Professional organisations and committees.	Provide information and strategies to support contractors with managing students with complex needs based on the occupational therapist's professional judgement of solutions that will ensure safety for both contractor and student

Role dimensions

Decision making

The Occupational Therapist makes decisions about the adjustments required for students with complex needs to travel safely in vehicles contracted to provide services for ASTP.

The Occupational Therapist makes decisions about safe transport requirements in consultation with the Educational Services Advisor and the Manager Logistics

Reporting line

This position reports directly to the Educational Services Advisor (SEO2)

Direct reports

Nil

Budget/Expenditure

The position does not have a discrete budget; however the occupant would draw funding from the Educational Services budget.

Essential requirements

- Degree or Diploma in Occupational Therapy is essential
- Current registration with the Occupational Therapy Board of Australia through AHPRA
- Current driver's licence
- Considerable post graduate paediatric Occupational Therapy experience

- Knowledge of and commitment to the Department's Aboriginal Education policies
- Working with Children Check for paid employment]

Capabilities for the role





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

This role also utilises an occupation specific capability set which contains information from the Skills Framework for the Information Age (SFIA). The capability set is available at www.psc.nsw.gov.au/capabilityframework/ICT

This role also utilises an occupation specific capability set.

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	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
 Business Enablers	Finance	Foundational
	Technology	Intermediate
	Procurement and Contract Management	Foundational
	Project Management	Foundational

Focus capabilities for the Role

It is expected that an occupant 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. Refer to the [PSC Capability Comparison Guide](#) to determine the range of focus capabilities required for the role.

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

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
Personal Attributes 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 • Demonstrate professionalism to support a culture of integrity within the team/unit • Set an example for others to follow and identify and explain ethical issues • Ensure that others understand the legislation and policy framework within which they operate • Act to prevent and report misconduct, illegal and inappropriate behaviour
Relationships 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 when they are speaking and ask appropriate, respectful questions • Monitor own and others' non-verbal cues and adapt where necessary • Prepare written material that is well structured and easy to follow by the intended audience • Communicate routine technical information clearly
Relationships Commit to Customer Service	Adept	<ul style="list-style-type: none"> • Take responsibility for delivering high quality customer-focused services • Understand customer perspectives and ensure responsiveness to their needs • Identify customer service needs and implement solutions • Find opportunities to co-operate with internal and external parties to improve outcomes for customers • Maintain relationships with key customers in area of expertise • Connect and collaborate with relevant stakeholders within the community
Relationships Influence and Negotiate	Intermediate	<ul style="list-style-type: none"> • Utilise 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 • Keep discussion focused on the key issues
Results Plan and Prioritise	Intermediate	<ul style="list-style-type: none"> • Understand the team/unit objectives and align operational activities accordingly • Initiate, and develop team goals and plans and use feedback to inform future planning

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		<ul style="list-style-type: none"> 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 impact on the achievement of team/unit goals Accommodate and respond with initiative to changing priorities and operating environments
Results Think and Solve Problems	Intermediate	<ul style="list-style-type: none"> Research and analyse information and make recommendations based on relevant evidence Identify issues that may hinder completion of tasks and find appropriate solutions Be willing to seek out input from others and share own ideas to achieve best outcomes Identify ways to improve systems or processes which are used by the team/unit
Business Enablers Technology	Intermediate	<ul style="list-style-type: none"> Apply computer applications that enable performance of more complex tasks Apply practical skills in the use of relevant technology Make effective use of records, information and knowledge management functions and systems Understand and comply with information and communications security and acceptable use policies Support the implementation of systems improvement initiatives and the introduction and roll-out of new technologies