



## Occupational Therapist- We're hiring for 2025

Passionate about paediatrics, disability and neurodevelopmental conditions? We are looking for a full-time occupational therapist to join our passionate, dedicated and fun therapy team. You will be working in a supportive environment alongside speech pathologists, physiotherapists, teachers and education support staff to create an engaging and optimal learning environment for students.

You will see a wide variety of conditions, including cerebral palsy, spina bifida and Angleman's syndrome. Professional development is supported and strongly encouraged. You will work with community-based therapists and liaise with students' hospital support teams.



### Roles and responsibilities

- Support of each student's access to learning
- Assess and support students hand function, sensory preferences and access.
- Adherence to the school's policies, procedures and initiatives
- Prescribe, develop, monitor, review and maintain equipment
- Plan and deliver professional development and training for staff, parents, and others as required by the school
- Attend meetings as required by the school
- Work with teachers and other therapists to plan and assess programs and individual student goals
- Participation in mealtime and student personal care programs
- Provide individual and general advice to parents
- Liaise with professionals and other agencies as required
- Support funding applications

Please see below for selection criteria and a full list of roles and responsibilities.

### WHO CAN APPLY?

- Hold an Occupational Therapy qualification at or above degree level and Australian Occupational Therapy registration.
- Are registered with APHRA
- Have 3 professional referees
- Graduates are encouraged to apply

Please send applications with addressed selection criteria to the email below.

### QUESTIONS?

For more information, contact Aynsley Frazier at 03 9304 2263 or [aynsley.frazier@education.vic.gov.au](mailto:aynsley.frazier@education.vic.gov.au).



# Glenroy Specialist School



Glenroy Special School provides a stimulating, caring and safe learning environment for students with physical disabilities/health impairments. We provide for students who are aged from 5 to 18 years and currently have an enrolment of 167. The school environment is designed with an extensive hoist system, internal & external play areas, hydrotherapy & nursing facilities, and a transport hub for the fleet of buses that transport the students to and from school. Many students have multiple disabilities with visual impairment, hearing impairment and epilepsy in addition to their physical disability. We also have students with high-support health care needs. Three nurses manage the general wellbeing and health support. Glenroy Special School staff work together to provide students with a comprehensive program within an integrated curriculum. Therapy is conducted within the classroom by the whole team. The school is divided into three sub-schools each with a sub-school leader. Sub-schools are age based with individual classes formed to cater for student academic and social abilities. Our senior school offers Transition programs. School specialist teaching rooms include art, library, music/music therapy, physiotherapy and OT spaces, sensory rooms, and a hydrotherapy pool. All staff support students in education, therapy & recreation programs. All staff participate in personal care programs and are involved in manual handling.



# Occupational Therapist Roles & Responsibilities



Range 3 is distinguished by the introduction of management responsibility and accountability for the delivery of professional support services. The role will usually impact beyond the work area or professional field. It seeks to gain cooperation of other staff members or members of the school community to achieve specific objectives, such as in school administration, operations or educational programs.

Direction on targets and goals is provided but the position will have some degree of latitude in determining how they are achieved. This latitude will generally be limited by standard procedures and school policy. Deviation from standard procedures and school policy will require guidance and direction from senior management.

The provision of business management responsibilities becomes a feature at range 3. Management of staff to achieve the expected outcomes is a key responsibility. Staff management issues will be resolved with minimal reference to senior management, although guidance will be required in more complex cases. Senior management will be provided with timely reports and advice, although this will generally be confined to matters relating to the immediate work area, service provision or educational program and is unlikely to impact substantially on whole of school operations.

This is the minimum range for positions that carry a mandatory qualification requirement of not less than four years. Professional student support positions become a feature at range 3 (e.g. therapists, psychologists) where standard professional services are delivered. Professional support and guidance will be close at hand and deviation from standard procedures and school policy will require guidance and direction from senior management.

An education support class position supports the educational services being provided to students, but must not include duties of teaching as defined in clause 2.6.1 of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.



# Selection Criteria



1. Demonstrated understanding of the role of Occupational therapy in a school for students with significant physical and multiple disabilities and complex health needs.
2. Demonstrated highly developed interpersonal skills including the ability to work as a member of transdisciplinary teams and to be supportive of wider school initiatives.
3. Demonstrated ability to maintain appropriate documentation including record keeping, therapy goals and plans, and assessments of student achievements.
4. Demonstrated high level communication with a range of stakeholders.

Salary may be negotiated with the Principal within the Education Support Class Level 1 Range 3 pay scale reflecting experience.

(Includes paid school holiday leave.)