

OCCUPATIONAL THERAPIST

Portfolio:	Education
Reports Directly to:	Superintendent of Learning & Student Services Consultants
Direct Reports:	None
Department/Location:	School Based
Salary Range:	Out of Scope Salary Grid
Last Updated:	December 19, 2024

Profile

The Occupational Therapist is a specialist who works as a member of interdisciplinary teams consisting of caregivers, students, school staff, and outside agency personnel. The Occupational Therapist supports students to carry out daily living skills in the occupational performance areas of self-care, productivity and leisure, while aiming to improve their performance in tasks and activities that are foundational to success at school.

The Occupational Therapist provides support to students with whose occupational performance may be impaired by injury, surgery, physical, cognitive, developmental, congenital, mental, emotional, sensory, socioeconomic, and/or learning challenges. The Occupational Therapist consults and collaborates to develop, monitor and assist in the delivery of interventions designed for the student's development.

Duties & Responsibilities

- Participate as an active member of the Student Services team.
- Adhere to the procedures outlined in the division's Occupational Therapy Service Delivery Model.
- Maintain licensure and registration with the Saskatchewan Society of Occupational Therapists.
- Provide ongoing assessment and intervention through purposeful therapeutic activities that optimize the student's ability to function in educational, home and community environments. Areas that may be addressed include activities of daily living, postural and movement patterns, sensory regulation, fine and/or gross motor skills, visual perception and visual motor skills, social and play abilities, environmental adaptations and the need for and use of assistive devices.
- Collaboratively determine the physiotherapy needs of students and act as a liaison to (i) initiate referrals by completing the physiotherapy referral form in conjunction with the school personnel and/or caregiver(s)/guardian(s), and obtain informed caregiver(s)/guardian(s) consent for physiotherapy services, (ii) arrange/schedule division-contracted physiotherapist's initial and follow-up appointments with schools, (iii) distribute PT report and recommendations/treatment plan to the appropriate personnel.
- Train and educate Student Support Teachers, Educational Assistants and other support personnel on the occupational therapy intervention techniques recommended for students and

supervise the ongoing process and progress of the interventions, providing consultation as required.

- Perform additional duties as assigned by the Superintendent of Learning or Student Service Consultants.

Qualifications

- Minimum of Baccalaureate **or** Master's Degree in Occupational Therapy.
- The *Occupational Therapists Act (1997)* requires that Occupational Therapists are licensed and registered with the Saskatchewan College of Occupational Therapists (SCOT)

Confidentiality

Maintain all student records in a secure location in accordance with all confidentiality, ethical and legal standards of the Division. These records shall not be made available to other persons or agencies without the signed and informed consent of the caregiver(s)/guardian(s).

At no time should an employee discuss in public information pertaining to other employees, students or the operation of the Division. Division employees are expected to respect the confidential nature of their position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the Division. Breaching confidentiality is a serious violation of acceptable conduct and *The Local Authority Freedom of Information and Protection of Privacy Act*.

Competencies, Skills and Abilities

COMMUNICATION: A respectful exchange of information to support a common vision

This competency forms part of all the other competencies. Professional Services Providers normally do their work in the context of interpersonal relationships where communication is paramount. Competency in the following areas is required:

- Ability to communicate effectively with students and caregiver(s)/guardian(s) with cultural competency.
- Excellent interpersonal, written and oral communication, computer and presentation skills.
- Effective communication with all members of the interdisciplinary team.
- Respond to communications in a timely manner.
- In consultation with other school staff, initiate, coordinate, and facilitate meetings to address specific school or student needs.

COLLABORATION: Working together to proactively plan and problem solve

This position involves working together in a constructive working alliance with professional service providers and school personnel on a daily basis to enhance student learning and skills. Competency in the following areas is required:

- Ability to work interdependently as a team player and work independently with minimal supervision.
- Adapt to and work effectively within a variety of situations and environments with various individuals or groups.
- Understand and appreciate the viewpoints and perspectives of all, remain flexible in one's approach and be willing to learn from others.
- Utilize and incorporate a solution focused approach to problem-solving.
- Demonstrate an ability to apply professional judgement in complex, highly sensitive and sometimes ambiguous situations.

- Promote and positively impact professional practices.
- Display a positive and respectful attitude toward their work, their schools, the division and families.
- Participate as an active member in Professional Learning Communities (PLC) and referral meetings.

CAPACITY BUILDING: Enhancing abilities to overcome obstacles and achieve results

The Professional Service Provider offers opportunities for capacity building through current research-based interventions. Competency in the following areas is required:

- Extensive knowledge and/or experience related to the area of assignment.
- Commitment to professional learning towards enhancing professional skills and knowledge to perform the required tasks.
- Collaborate with others to lead effective and relevant professional development opportunities.
- Seek feedback regarding how professional development/capacity building opportunities meet the needs of participants.
- Understand diverse methods of evaluation, determine which methods are best suited to the task and provide support for interventions which are based on current research and effective practices.
- Represent the division in a positive and professional way.

CONSISTENCY OF PRACTICE: Adherence to effective practices and equitable services across the Division

The Professional Service Provider adheres to procedures and policies as set out in division guidelines. Competency in the following areas is required:

- A valid driver’s license and a personal insured vehicle.
- Demonstrate ability to pay attention to detail and ensure work is consistently completed and accurate within expected timeframes.
- Maintain updated student records and service delivery notes in accordance with GSSD procedures and their professional organization.
- When removing students from active caseload, consult with caregiver(s)/guardian(s), school personnel and PLC guidelines.
- Incorporate strong organizational and time management skills.
- Commitment to the completion of a yearly Professional Growth Plan connected to division and student priorities.
- Carry out assessments and create professional reports/plans in accordance with GSSD procedures and their professional organization in a timely manner.
- Utilize evidence-based practices in assessment and planning to provide recommendations to support and monitor the student plan.
- Professionals accept their obligations, are sensitive to others and conduct themselves in an ethical manner. They establish professional relationships within the applicable constraints and standards.