Edmonton Catholic Schools is now accepting applications for the position of

**Occupational Therapist**

(Temporary Position)

Edmonton Catholic Schools is a large urban school district whose mission is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. The District is comprised of over 41,000 students and 5,000 employees in 90 schools and other sites.

Edmonton Catholic Schools requires an Occupational Therapist to provide Occupational Therapy services to children in pre-kindergarten and kindergarten who are eligible for Program Unit Funding through Alberta Learning. The incumbent is primarily responsible for the assessment, treatment and consultation services required as part of the early education program in the District.

The job identifies and addresses fine motor and gross motor, visual perception, sensory processing and self-help issues that have been impacting the child’s performance at school.

This is a temporary (10 month position), 1.0 FTE (35 hrs./week), Out of Scope, Level 7 position with a salary range of $67,504.00 - $84,393.00 (10 month) to commence as soon as possible. The successful applicant’s starting salary will be based on the individual’s education, qualifications and directly related experience.

**Primary Responsibilities:**

- Liaise closely with teachers, educational and therapeutic assistants, therapists, social workers, specialists and parents who participate as part of each child’s program planning team;
- Administer, score and interpret standardized pediatric occupational therapy assessments;
- Identify difficulties in fine motor, visual motor, self-regulation and sensory integration/processing;
- Write assessment and treatment reports (year-end summaries, etc.) to share with parents and professionals within and outside of the Edmonton Catholic School System;
- Monitor children’s progress by providing ongoing observation of development in the areas of self-help skills, fine motor skills, gross motor development, socialization/play skills and behavior, in conjunction with other members of the inter-disciplinary team;
- Provide occupational therapy intervention within the context of typical classroom activities (circle time, snack time, fine motor project time, gym time, etc.);
- Generalize intervention strategies to all natural environments, which include programming for generalization in the classroom, home and new environments;
- Devise and train parents to implement home programs to permit carry-over of learning to home (provide strategies to facilitate their child’s development).

**Qualifications:**

- Master of Science in Occupational Therapy or equivalent, with course work in assessment and treatment of fine motor, visual motor and perceptual difficulties;
- Registered with the Alberta College of Occupational Therapy (ACOT) is mandatory;
- Knowledge of developmental milestones, developmental diagnoses, neurological conditions and sensory processing is strongly recommended, preferably with students in an educational setting;
- Knowledge of facilitation, consultation and instructional techniques and principles;
- Advanced problem solving, assessment and analytical skills;
- Written, demonstration and oral presentation skills;
- Ability to establish rapport and trust in working relationships with administration, teachers, families and community agencies.

A complete job description is shown below.

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For further information on this job opportunity, please contact Shamala Manilall at Shamala.Manilall@ecsd.net

To apply, please email a letter of interest and resume to:
Shamala Manilall, Manager, Occupational/Physical Therapy resumesearearlylearning@ecsd.net

This position will remain open until a suitable candidate is found.

Prior to employment, successful candidates will be required to submit Police Information Check and Intervention Record Check documents.

We thank all candidates for their interest. Only applicants considered for the position will be contacted.
JOB IDENTIFICATION:

<table>
<thead>
<tr>
<th>Incumbent:</th>
<th>Working Title: Occupational Therapist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Classification Level: 7</td>
<td>Requested Classification Level:</td>
</tr>
<tr>
<td>Supervisor’s Name:</td>
<td>Supervisor’s Working Title: Manager, Occupational and Physical Therapy</td>
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<tr>
<td>Location: Genesis Centre</td>
<td>Department: Learning Services – Innovation</td>
</tr>
<tr>
<td></td>
<td>Program: Specialized Services/ Occupational and Physical Therapy</td>
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</tbody>
</table>

PRIMARY FOCUS/OVERALL ACCOUNTABILITY: Provide a brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization.

This position involves providing occupational therapy services to preschool children who are eligible for Program Unit Funding through Alberta Learning. The incumbent is primarily responsible for the assessment, treatment and consultation services required as part of the early education program in the District.

The job addresses and identifies fine motor and gross motor, visual perception, sensory processing and self-help issues that have been impacting the child’s performance at school. An Occupational Therapist is hired for this position because of their professional expertise to identify, diagnose and treat delays and disorders in fine motor, gross motor, visual perception sensory processing and self-help skills.

JOB RESPONSIBILITIES AND ACTIVITIES: Normally a job has four to eight core responsibilities, each of which shows what the job is accountable for, within what framework, and what the added value is. For each responsibility, approximately four major activities should be described. List the core responsibilities in ascending order of importance.

1. A) Liaise closely with the teachers, special needs assistants, therapists, social workers, specialists and parents who participate as part of each child’s program planning team.
   B) Liaise closely with department staff such as the respective consultant responsible for coordinating Program Unit Funding.

2. A) Administer, score and interpret standardized pediatric occupational therapy assessments.
   B) Identify difficulties in fine motor, visual motor, perceptual and sensory integration.
   C) Write assessments and treatment reports (year-end summaries, etc.) to share with parents and professionals with and outside of the Edmonton Catholic School system.

3. Monitor children’s progress by providing ongoing observation of development in the areas of cognition, self-help skills, fine motor skills, gross motor development, socialization/play skills and behavior, in conjunction with other members of the inter-disciplinary team.

4. A) Conduct occupational therapy within the context of typical classroom activities (circle time, snack time, fine motor project time, gym time, etc.)
   B) Generalize intervention strategies to all natural environments, which include programming for generalization in the classroom, home and new environments.
   C) Develop and implement lessons and activities to target individual goals of children as outlined in Individual Program Plans.

5. A) Direct and assist children in performing daily classroom routines.
   B) Lead instruction and activities with large and small group of children.

6. Devise and train parents to implement home programs to permit carry-over of learning to home (provide strategies to facilitate their child’s development).

7. Consult with other professionals (both within and outside of the district) and coordinate additional services for children including audiology referrals, feeding and swallowing referrals, and medical and home care referrals.

8. A) Collaborate to develop program and curriculum as required.
   B) Create classroom and treatment schedules and lesson plans in collaboration with the classroom teacher.

9. A) Participate in Individual Program Planning (IPP) meeting with other professionals and caregivers.
**JOB RESPONSIBILITIES AND ACTIVITIES:** Normally a job has four to eight core responsibilities, each of which shows what the job is accountable for, within what framework, and what the added value is. For each responsibility, approximately four major activities should be described. List the core responsibilities in ascending order of importance.

B) Attend and participate in whole school staff meetings and Early Learning staff meetings

10. Direct and assist teachers in transitioning pre-school children.

11. Participate in professional development for parents, teachers, Educational Assistants and Therapeutic Assistants that model effective strategies within the discipline.

12. Collaborate with other agencies to improve service delivery within the District

13. Maintain knowledge and expertise through a range of professional development activities

**PROBLEM SOLVING:** Describe difficult or challenging situations the position is typically expected to solve; the degree of originality of the solutions; assistance available; and any problems or decisions that must be referred to a supervisor for resolution or approval.

The job addresses and identifies fine motor and gross motor, visual perception, sensory processing and self-help issues that have been impacting the child’s performance at school. The job routinely applies professional expertise to identify, diagnose and treat delays and disorders in fine motor, gross motor, visual perception sensory processing and self-help skills.

**ORGANIZATIONAL DATA:** Identify any measurable areas upon which the job has either direct or indirect impact. Measures that may be included are: number of staff supervised, annual operating budget, number and size of projects, clients served or any other significant values. Include examples that indicate the “size” of the job. Attach a complete Organizational Chart that includes supervisor, peers, direct reports and staff.

This position works with a multi-disciplinary team. The work includes being responsible for all the children in early learning with severe Occupational Therapy delays and the mild/moderate children. Provision of service is to children with Program Unit Funding and children with mild/moderate delays in an inclusive setting.

**Organizational Chart**
REPORTING RELATIONSHIPS: Identify the jobs and the number of incumbents within each job that report directly to you. Provide a brief summary of each subordinate job’s purpose.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Job Responsibilities</th>
</tr>
</thead>
</table>

CONTACTS: Identify internal and/or external contacts such as co-workers, clients, stakeholders and partners. Indicate the nature and purpose of contact (i.e. to deliver information, present data, negotiate contracts, etc.) and frequency (daily, weekly, monthly etc.).

<table>
<thead>
<tr>
<th>Contact</th>
<th>Nature and Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals, teachers, consultants, Educational Assistants, Therapeutic Assistants and specialists</td>
<td>To provide information, expertise, guidance and direction in area of expertise To resolve problems To collaborate on educational teams</td>
<td>Weekly/daily</td>
</tr>
<tr>
<td>Parents/guardians</td>
<td>To provide feedback, guidance, follow-up and to explain therapeutic routines and expected results.</td>
<td>Weekly/daily</td>
</tr>
<tr>
<td>Students</td>
<td>To provide services, conduct assessments, support and guide development</td>
<td>As needed</td>
</tr>
<tr>
<td>Doctors, medical personnel and therapeutic specialists in other organizations</td>
<td>To obtain and provide information and resolve problems To collaborate on multi-disciplinary teams To address student treatment concerns or needs To coordinate authorization of special equipment</td>
<td>Weekly</td>
</tr>
<tr>
<td>Network of professional contacts</td>
<td>To obtain and provide information To share best practices and resolve problems</td>
<td>As needed</td>
</tr>
<tr>
<td>Agencies and community resources</td>
<td>Liaison with Edmonton Student Health Initiative Partnership and other professional</td>
<td>As needed</td>
</tr>
<tr>
<td>Vendors and suppliers</td>
<td>To obtain appropriate equipment and materials</td>
<td>As needed</td>
</tr>
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Job Qualifications: Include a list of the most important knowledge factors, including knowledge about practical procedures, specialized techniques etc. Outline specific training that is needed to do the work and any occupational certification/registration required for the job. Include a list of competencies (skills and abilities) critical in performing the job.

<table>
<thead>
<tr>
<th>Knowledge and Experience</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>Master of Science in Occupational Therapy or equivalent, with course work in assessment and treatment of fine motor, visual motor and perceptual difficulties. • General Register Practice Permit with the Alberta College of Occupational Therapist (ACOT) is mandatory • Experience working with children with multiple complex developmental and behavioural needs in an educational setting is an asset • In this multi-disciplinary setting, it is essential to be well informed in all disciplines (Speech Language, Physical, behavioural interventions, and psychology) to meet the needs of the whole child. • Knowledge of paediatric assessment/intervention approaches as well as sensory processing is strongly recommended</td>
<td>• Advanced problem solving, assessment and analytical skills • Skills to facilitate the consultant role through education, training and assisting other professionals and care-givers • Strong demonstration and oral presentation skills • Strong leadership skills and the ability to influence decision making. • Ability to establish rapport and trust in working relationships with administration, teachers, families and community agencies • Superior oral and written communications skills including the ability to write detailed reports • Ability to communicate highly technical information to parents and others outside of the profession • Attention to detail</td>
</tr>
</tbody>
</table>
Out of Scope Job Description

- Knowledge of facilitation, consultation and instructional techniques and principles.
- Knowledge of selection and design methods of alternative and augmentative communication systems is beneficial.
- Knowledge of community resources to meet student’s individual needs.
- Knowledge of workplace safety including an awareness of Occupational Health and Safety regulations.
- General knowledge of the district’s operations and business.

- Strong time management, organizational and planning skills and the ability to prioritize responsibilities.
- Ability to present oneself in a friendly and positive manner.
- Ability to manage information and maintain confidentiality.

Signatures

The signatures below indicate that the incumbent, supervisor and manager have read, discussed, and agreed that the information accurately reflects the work assigned.

Incumbent

Name ____________________________ Signature ____________________________ Date __________

Supervisor

Name ____________________________ Signature ____________________________ Date __________

Manager

Name ____________________________ Signature ____________________________ Date __________

This information is being collected under the authority of Board Governance Policy EL# 5 relating to Freedom of Information and Protection of Privacy (FOIP) Act and will be used to allocate positions within a classification plan and to manage the Edmonton Catholic School District’s human resources program. If you have any questions about the collection of this information, contact the Assistant Superintendent, Human Resource Services 780 441-6061.