

Position: Occupational Therapist

Reports to: Building Principal and Associate Director of Intervention

Minimum Qualifications:

1. A master's degree or higher from a regionally accredited Occupational Therapy Program, approved by the Health and Care Professions Council(HCPC)
2. Pass Licensure test-National Board for Certification Occupational Therapy Exam
3. Experience writing and implementing IEPs
4. Experience working collaboratively with a wide variety of professionals and parents.

Primary Responsibilities:

1. Collect, analyze and monitor student data
2. Provide therapy utilizing evidence-based practice, research, scientific evidence, and a holistic perspective to promote independence for students.
3. Provide therapy that promotes a student's functional ability to fulfill their daily routines and access their education.
4. Participating in building problem solving teams, data teams and professional learning communities.
5. Write Individual Educational Plans in collaboration with other professionals.

Performance Expectations Duties may include, but are not limited to the following:

Individualized Education Program (IEP) Process

1. Collaborate with a student's educational team, as a related service provider to develop the student's IEP.
2. Write specific, observable, measurable IEP goals for all students
3. Design and provide therapy to students, including writing individual therapy plans and collecting data to monitor student progress.
4. Provide leadership in the development, implementation and monitoring of student's measurable goals/objectives in collaboration with general education staff and other related service personnel.
5. Continuously assess and evaluate student progress.
6. Prepare and submit paperwork in a timely manner, including medicaid billing.

Interpersonal Relations/Communications:

1. Maintain collaborative, positive working relationships with students, parents, staff, building and district administration and outside agencies.
2. Maintain ongoing appropriate and timely written and oral communication.
3. Maintain appropriate feedback, expectations and communication with paraprofessional staff.
4. Provide ongoing communication with parents, building staff, and outside agencies.

Other Professional Responsibilities:

1. Demonstrate leadership within the department and professional community by modeling and promoting active engagement.
2. Demonstrate knowledge of personal technology, instructional technology, and assistive technology.
3. Demonstrate professional skills such as: problem-solving, flexibility, organization, patience, creativity, flexibility, and is receptive to change.
4. Supervise students in a variety of environments: classrooms, school buildings, on school grounds, and in community sites.
5. Demonstrate ability to maintain favorable public relations.
6. Maintain a positive working relationship with principal/program administrator(s) and communicate essential information in a timely manner.
7. Meet and maintain state requirements for certification or licensure.

The above statements are intended to describe the general nature and level of work being performed by staff assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed