

Directorate: ACT Education Directorate	Position Number: PN44996
Division: Service Design and Delivery	Classification: Health Professional Level 3
Business Unit: Engagement and Wellbeing Support Services Branch	Location: Canberra Region
Position Title: Occupational Therapist	Last Reviewed: April 2026

DIRECTORATE OVERVIEW

The Education Directorate leads and delivers high quality, inclusive and equitable education where all are safe and valued. We are guided by the principles of focus on learning, embedding cultural integrity, keeping everyone safe and well, aligning our work, using evidence and being accountable and leading together.

The Directorate supports workforce diversity and is committed to creating an inclusive workplace. As part of this commitment, Aboriginal and Torres Strait Islander peoples, people with disability, culturally diverse people and those who identify as LGBTIQ+ are strongly encouraged to apply.

BRANCH OVERVIEW

The Engagement and Wellbeing Support Services Branch is responsible for the policy, strategic planning, and management of school support for student wellbeing, including the provision of allied health services.

The Branch provides direct support for individual students, and support to classroom teachers and school leadership teams designed to build the capacity of schools and contribute to the achievement of improved student outcomes.

The Branch leads key policy for student wellbeing and works closely with schools to ensure students access and participate in education. The Branch works closely with other government directorates, families and external agencies and providers.

The Engagement and Wellbeing Support Services Branch provides school psychology services, allied health service, and youth and social worker services to support schools in addressing barriers to student engagement and learning. The Branch is also responsible for delivery of key government commitments and provides policy and service design across a range of topics including the Safe and Inclusive Schools initiative, Health Promotion and Meals at School, Period Products Trial, immunisation program, dental clinics, vaping, Sun Safe, uniforms, headlice and suspensions. The Branch is also responsible for the

Flexible Education offerings including Muliyan, Hospital School, Murrumbidgee, the Cottage and Distance Education.

POSITION OVERVIEW

Engagement and Wellbeing Support Services Branch values the role allied health professionals play in improving the educational outcomes for children and young people. We are currently seeking occupational therapists to join the Allied Health Service Team.

The Allied Health Service (AHS) provides support to schools on a request for support basis along with centrally delivered professional learning and student support initiatives. The AHS works using a collaborative model with schools. Professionals have a diverse skill set and roles are underpinned by various legislations and policies including the Disability Discrimination ACT, Disability Standards for Education and Safe and Supportive Schools Policy.

The Allied Health Service:

- Links with families and external providers and agencies to enhance educational outcomes for students.
- Consists of social workers, occupational therapists, physiotherapists, allied health assistants (AHA) and speech language pathologists.
- Works with schools and other education support office teams to build school capacity to improve outcomes where students are having trouble connecting to school and engaging with education.

On commencement, pay increment will be based on qualifications, years of relevant experience as an allied health professional and demonstrated ability to manage clinical and work tasks autonomously (e.g. caseload management, complex case management, relationship management). All allied health professionals will be required to support and supervise allied health assistants, student supervision and clinical supervision or mentoring to peers.

DUTIES / RESPONSIBILITIES

In accordance with Directorate Policies:

1. Provide assessment and intervention for children and young people with delays in development, developmental trauma, complex medical needs, and disabilities which are at risk of, or are having a functional impact in the school environment.
2. Plan, implement and evaluate school based occupational therapy programs, in collaboration with students, families, schools and other relevant stakeholders. This should reflect current philosophy, legislation and best practice in occupational therapy within a student focused approach.
3. Provide information and advice to teachers to enable reasonable adjustments to be made to ensure students are able to participate and access learning activities as part of the school curriculum.
4. Manage caseloads of a complex and specialised nature, coordinating the development of curriculum based resources, school based intervention programs, projects and initiatives, utilising

a range of service delivery models that reflect best practice and are within a framework of quality improvement.

5. Participate in professional development activities which contribute to the ongoing development and improvement of service delivery and assist to maintain a current knowledge base.
6. Provide lifting, handling and positioning required for clinical intervention and trialling equipment in accordance with Workplace Health and Safety standards.
7. Actively participate as a member of a Multidisciplinary Team within the Education Directorate.
8. Communicate effectively with students, families, schools, members of the student engagement team and other stakeholders. Attend, participate, and productively contribute to school, team, branch, and Directorate meetings to contribute to the ongoing development and improvement of Directorate programs and student outcomes. Maintain professional and statistical records to provide professional accountability as required.
9. Provide education and support, and participate in the development, implementation and evaluation of programs (e.g. health promotion, research projects) for schools, individuals, families, community groups, and other Government and Non-Government organisations involved with children with developmental delays, developmental trauma and disabilities.

Clinical Supervision

10. Advise, train and supervise staff at Health Professional Levels 1 and 2, students on clinical placement and allied health assistants.
11. Actively participate in supervision with the immediate supervisor.

SELECTION CRITERIA

Demonstrated Occupational Therapy experience in the following areas:

1. Experience and/or knowledge in the provision of evidence-based assessment, intervention and supports for school aged students presenting with a range of concerns, including challenges with functional independence, equipment prescription and environmental accessibility, fine motor, sensory and self-regulation issues, due to disabilities, developmental delays, developmental trauma, and complex medical needs.
2. Demonstrated ability to work collaboratively with team members using an interprofessional framework.
3. High level of interpersonal and communication skills (oral and written), and the ability to build positive working relationship with school staff, students, families, and external stakeholders to benefit students, their families, and schools.
4. A sound understanding of the ACT Education school context, including specialist schools, and the resilience, flexibility, and ability to work under pressure, while operating within scope of practice, to achieve quality outcomes for schools, students, families and school communities.
5. Experience and demonstrated ability in the supervision of staff at Health Professional 1 and 2 level, students on clinical placements and allied health assistants
6. Understanding and strong commitment to ACTPS values covering ethical standards, respect equity and diversity framework, customer service, participative management and workplace, health and safety.

MANDATORY REQUIREMENTS

1. Tertiary qualifications in Occupational Therapy
2. Current professional registration: Occupational Therapist registration with the Australian Health Practitioner Regulation Agency (AHPRA)
3. Capacity to provide the lifting required for handling and positioning inherent in clinical intervention of clients and trial of equipment, in accordance with the relevant Workplace Health and Safety standards.
4. Current drivers licence essential, including access to a private vehicle for work purposes.
5. Prior to commencing in this role, a current registration issued under the working with Vulnerable People (Background Checking) Act 2011 will be required. For further information on Working with Vulnerable People registration refer to:
https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804

INTERESTED IN APPLYING?

If you are interested in making a difference to the outcomes of our children and young people, we encourage you to apply. To enable us to assess your merit, your application should include:

1. Current Resume/Curriculum Vitae
2. Individual response to the selection criteria below
3. Two Referees

Note:

A merit pool will be established from this selection process and may be used to fill similar vacancies over the next 12 months. Placements will be offered on the basis of organisational/profession need, Health Professional Level of available vacancy and applicants' availability. Full time and part time hours will be considered.

CONTACT

For further information regarding these opportunities please contact Teresa Carr via email at Teresa.Carr@ed.act.edu.au