

## Therapeutic Assistant – Occupational Therapy (Existing 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 a Therapeutic Assistant – Occupational Therapy to provide a range of educational support services under the supervision of a Therapeutic Specialist (TS) to students from pre-Kindergarten to Grade 12 within the environment of our inclusive educational programs. The primary focus is to work directly with children and the teacher to provide support for a range of needs that impact classroom/academic functioning and to extend the services of the TS assigned to that classroom.

This job involves working within the classroom environment together with a classroom team consisting of a teacher, TS and may also include Educational Assistants, Early Learning Facilitators, Learning Coaches, other multi-disciplinary team (MDT) members, administrators, parents and school staff.

**This position is within the Unifor Collective Agreement and is a 10 month, Level 7, permanent, full-time position commencing as soon as possible with a salary range of \$3,813.00 - \$4,995.00 per month. The successful applicant's starting salary will be based on the individual's education, qualifications and directly related experience.**

**Edmonton Catholic School District offers a comprehensive benefits program as part of its total compensation package.**

### Primary Responsibilities:

- Plan and implement programs/strategies with specific children or groups of children within the classroom environment as outlined by the specialist and classroom team;
- Develop materials related to varied programs/strategies as determined by the TS;
- Maintain appropriate records of planned programs and child attendance;
- Monitor effectiveness of programs/strategies designed to meet specific objectives;
- Model/discuss strategies and supports as appropriate with classroom team;
- Conduct screenings to facilitate interpretation of results;
- Assist in administering informal/formal screening tools to gather information.

### Qualifications:

- Therapy Assistant-Occupational or Physical Therapy Diploma from a recognized institution plus three years of directly related pediatric experience;
- Certified member of the Therapy Assistant Association of Alberta;
- Knowledge of applied human anatomy, applied human physiology, functional anatomy and orthopedics, physical dysfunction and exercise in physical therapy, learning through play principles;
- Knowledge of program planning and project management techniques;
- Good communication, strong interpersonal skills, friendly/positive attitudes are essential;
- Ability to work with a wide variety of clients and needs;
- Ability to work independently as well as to collaborate with multi-disciplinary teams.

**A complete job description is shown below.**



EDMONTON CATHOLIC SCHOOLS

For further information on this job opportunity, please contact Shamala Manilall at [Shamala.Manilall@ecsd.net](mailto:Shamala.Manilall@ecsd.net)

To apply, please email a letter of interest and resume by 3:00 p.m., Monday, April 3, 2017 to:

**Shamala Manilall, Manager,  
Occupational/Physical Therapy**  
[resumesearlylearning@ecsd.net](mailto:resumesearlylearning@ecsd.net)

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

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

### Educational Assistant Job Description

JOB IDENTIFICATION	
Incumbent: Vacant	Working Title: Therapeutic Assistant – Occupational and Physical Therapy
Present Classification: Educational Assistant 7	Requested Classification:
Supervisor's Name:	Supervisor's Working Title: Supervisor, Occupational and Physical Therapy
Location: Genesis Centre	Department/Program: Learning Services – Innovation/Specialized Services

**JOB PURPOSE:** Give 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.

The job provides a range of educational support services under the supervision of a therapeutic specialist (TS) to students from pre-Kindergarten to Grade 12 within the environment of our inclusive educational programs. The primary focus is to work directly with children and the teacher to provide support for a range of needs that impact classroom/academic functioning and to extend the services of the TS assigned to that classroom.

This job involves working within the classroom environment together with a classroom team consisting of a teacher, TS and may also include Educational Assistants, Early Learning Facilitators, Learning Coaches, other multi-disciplinary team members (MDT), administrators, parents and school staff.

The job work under the functional supervision of an Occupational or Physical Therapist.

**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. Program planning and implementation**

- Plan and implement programs/strategies with specific children and or groups of children within the classroom environment as outlined by the specialist and classroom team
- Plan and implement small and large group strategies/activities within the classroom environment that support the development skills of identified children
- Develop materials related to varied programs/strategies as determined by the TS
- Provide support to families by assisting with home program preparation, modelling and monitoring
- Participate with in the supervisory process

**2. Monitor, record and provide feedback**

- Maintain appropriate records of planned programs and child attendance
- Monitor effectiveness of programs/strategies designed to meet specific objectives
- Develop and maintain specific notes for TC and classroom team regarding child progress and response to current program/strategies
- Share information with classroom teaching team regarding planned strategies/programs and follow up through contact notes, progress notes, anecdotal observations and /or conversation
- Communicate with TS to determine appropriate level for programming and additional follow up required

**3. Multi-disciplinary team participation**

- Model/discuss strategies and supports as appropriate with classroom team
- Work collaboratively with other MDT members to implement strategies
- Attend MDT and other team meetings
- Participate in cohort preparation time and meetings
- May assist in the delivery of workshops/seminars

**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.

**4. Screening activities**

- Conduct screenings to facilitate interpretation of results
- Assist in administering informal/formal screening tools to gather information
- Record and maintain results for use by the TS

**5. Program administration**

- Assist with preparing of materials, scheduling activities, as directed TS or team coordinator (e.g. summer treatment programming)
- Perform checks and maintenance of equipment and materials, including cleaning and organizing of materials room
- Assist with TS operations such as scheduling, record keeping, safety/maintenance of equipment, monitoring inventory (e.g. screening and assessment protocols)

6. Maintain technical knowledge and credentials through a range of professional development activities

**PROBLEM SOLVING:** Describe difficult or challenging situations the job 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

This job will require the ability to support children through various therapeutic interventions. It will involve a variety of skills in delivering programming that is developmentally appropriate, suited to the child's interests and abilities, and functionally relevant to their needs. The ability to resolve a variety of challenges will be key, including working within an active and busy classroom environment, maintaining confidentiality while ensuring communication and collaboration with the child's team, and meeting the program goals with creativity and consistency.

**COMPLEXITY AND DIVERSITY:** Identify the areas upon which the job has either direct or indirect impact. Measures that may be included are: program area, age of students, challenges, delays, conditions and disorders of students, work done independently, number of staff working in classroom, or any other significant values. Include examples that indicate the "size" of the job.

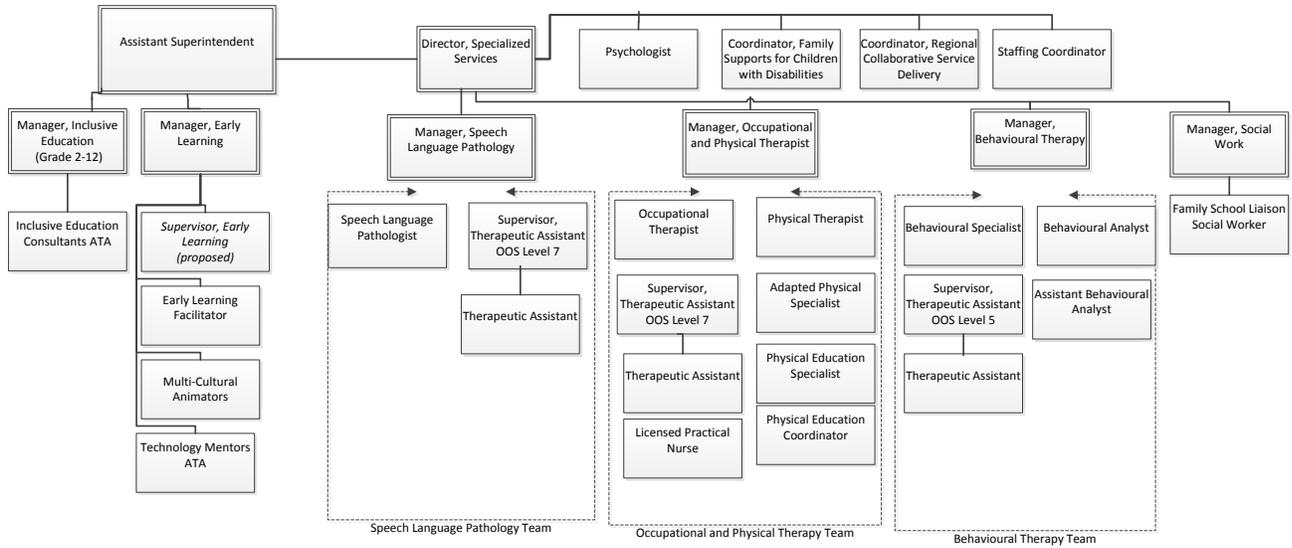
The work performed by the incumbent supports the education of students in pre-Kindergarten to Grade 12 within the philosophy of inclusion and child-centered learning. The work is focused on responsibilities for Occupational or Physical Therapy. The focus of the work is to support an Occupational or Physical Therapist; however, the incumbent will refrain from performing work, tasks and activities that are the sole responsibility of the therapist.

The incumbent has contact with the families through phone calls, questionnaires, obtaining consents, collecting data, and in sharing classroom observations. Work with the child at school could be followed by continuing services at home which allows for aligned and integrated services under the supervision of the OT or PT.

The job works within the classroom environment together with a classroom team consisting of a teacher, Speech Language Pathologist, Behavioural Specialist or Physical/Occupational Therapist and may also include Educational Assistants, Early Learning Facilitators, Learning Coaches, other multi-disciplinary team members, administrators, parents and school staff.

The work will include multiple classroom assignments as children are triaged with varying needs, and with those requiring additional, specialized intervention. Services of the Therapeutic Specialist Assistant will be incorporated into the child's program in authentic and functional ways.

**ORGANIZATIONAL CHART: A chart that includes supervisor, peers and staff MUST be included**



**DIRECTION, PARAMETERS and GUIDELINES:** Describe the direction the job receives to perform the work and the type of review completed by the supervisor both during and upon completion of the task. Include the policies, procedures, regulations, and protocols, practices that guide and govern the work.

The job will be supervised by a designated Occupational or Physical Therapist to set-up and monitor programs and interventions as appropriate; OT will communicate progress and concerns.

The job works under the direction of the Director, Early Learning, Manager, O and PT and directly managed by the Supervisor, O and PT, the respective therapist and the multi-disciplinary team to implement developmental strategies.

The work is guided by Specialized Services, Inclusive Education, district and school policies, procedures and protocols. The work is also guided by the respective students' Individual Program Plan.

Work with students and associated records management is done within FOIP Legislation and in compliance with the oath of confidentiality.

**CONSEQUENCE OF ERROR:** Provide typical errors that might **reasonably** be made in your job, even with due care. Indicate the worst consequences (i.e., waste, delays, time lost, money lost, injury, damage, effect on students) – do not include extreme or rare occurrences.

Error	Consequences

<b>CONTACTS:</b> List the primary contacts of this job, including frequency and purpose of the contact.		
<b>Contact</b>	<b>Purpose</b>	<b>Frequency</b>
Student	To support and facilitate therapeutic interventions	On-going
Occupational Therapists	To receive direction and guidance To receive feedback and to communicate progress and concerns To receive direction to set-up and monitor programs and interventions To resolve problems	Weekly
Supervisor	To receive direction and guidance To oversee and support programming To maintain standards of practice	On-going
Teachers, principals, school staff and multi-disciplinary team	To develop relationships that will benefit children To communicate appropriate information To provide and obtain information To resolve problems	As needed

**JOB QUALIFICATIONS - KNOWLEDGE, EXPERIENCE AND COMPETENCIES:** Provide a list of the most important knowledge factors, skills and abilities including knowledge about practical procedures, specialized techniques, etc.; analytical and conceptual skills and abilities; and skills needed for direct interaction with others, not only diplomas and degrees. Specific training if it is an occupational certification/registration required for the job.

<b>KNOWLEDGE and EXPERIENCE</b>	<b>COMPETENCIES</b>
<p>Therapist Assistant – Occupational or Physical Therapy diploma from a recognized institution, plus three years of directly related pediatric experience</p> <ul style="list-style-type: none"> <li>• Certified Member of the Therapy Assistant Association of Alberta</li> <li>• Knowledge of applied human anatomy, applied human physiology, functional anatomy and orthopedics, physical dysfunction and exercise in physical therapy; learning through play principles</li> <li>• Knowledge of multi-media technology and equipment, Microsoft and Apple iPads</li> <li>• Knowledge of program planning and project management techniques</li> <li>• General knowledge of the district’s operations and business, school systems and structures, community services for children and families</li> <li>• General knowledge of inclusion principles and practices, and 21<sup>st</sup> Century educational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced verbal and written skills- in English including digital literacies</li> <li>• Good communication, strong interpersonal skills, friendly/positive attitude are essential.</li> <li>• Ability to work with a wide variety of clients and needs Ability to work independently as well as collaborate with multi-disciplinary team</li> <li>• Flexible with the ability to work in a fast paced environment Good self-reflection skills and ability to quickly adjust to feed back</li> <li>• Exceptional organization skills and the ability to manage competing priorities</li> <li>• Exceptional organizational skills and the ability to manage competing priorities and work within tight timelines</li> <li>• Strong problem solving skills and the ability to influence decisions</li> <li>• Must be able to work independently as well as collaborate with multi-disciplinary teams</li> <li>• Ability to travel to various sites in the City of Edmonton</li> </ul>

**PHYSICAL, MENTAL AND VISUAL DEMANDS:** Indicate demanding aspects of the job such as: lifting, pushing, standing, running, crouching, kneeling, restraining and concentrating. Provide a brief description of the activity including frequency.

This job may also require travel from one site to another within the day. A vehicle is required.

**WORKING CONDITIONS:** Describe any unpleasant aspects of the job such as: noise, work interruptions, outside work, exposure to illness and bodily fluids.

**RECENT CHANGES TO THE JOB:** Indicate significant changes to the job occurring since the last review, or within the past year. This section must be completed if this is a request to reclassify the job. Provide information relating to the addition or reassignment of responsibilities

**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

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Name	Signature	Date
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Supervisor

\_\_\_\_\_

Name	Signature	Date
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Manager

\_\_\_\_\_

Name	Signature	Date
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*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 at 780 441-6061.*