



Hangzhou International School Job Description

TITLE: Occupational Therapist

QUALIFICATIONS:

- Minimum bachelor's degree in occupational therapy from a certified university
- Three or more years of successful experience as an occupational therapist
- Licensure to practice occupational therapy
- Demonstrated flexibility in his/her ability to work with students/teachers at all grade levels
- Exceptional communication and people skills to work with principals, teachers, staff, parents, and students
- Excellent organizational skills to maintain records and track student progress
- Strong communication skills in English required

JOB GOAL: To offer services to help students develop, improve, and maintain the skills needed for learning and living both in a school setting and beyond.

REPORTS TO: Student Support Coordinator

PERFORMANCE RESPONSIBILITIES:

Working with Children

- Conduct physical and psychological evaluations of clients and develop or follow treatment plans.
- Service students with identified physical or psychological needs in different settings including but not limited to 1:1, group therapy, and push-in classroom support.
- Develop physical programs to assist students with daily activities.

Training

- Provides information to support teachers and implements strategies in the classroom as part of ILP goals.
- Provide advice and support for parents of children with Occupational Therapy needs and foster a close working relationship with these parents.
- Lead professional development trainings and seminars for colleagues and the wider community.
- Provide staff up-to-date information on teaching strategies/best practices in working with students with occupational therapy needs. When needed, demonstrate these strategies for teachers and assist them with classroom planning and implementation.

Administration

- Keep student records up-to-date with testing, case study, and consultation information.
- Maintain progress notes and collect data on progress towards goals, provide regular feedback, including written reports as agreed, on progress to parents and faculty.
- Develops interventions and provides the necessary materials to implement them.
- Develops goals as part of the ILP in collaboration with the Learning Support Team.
- Maintain a regular schedule for OT appointments, manage caseload, prioritize student needs, and complete administrative tasks when required.
- Research resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) to determine the appropriate approach for addressing students' needs.
- Act as an admissions committee member when reviewing applications for potential new students with special needs.
- Order materials or resources to meet the special needs of individual students.
- Other duties as assigned by the Student Support Services Coordinator or Superintendent of School.

Collaborative Work

- Collaborates with a variety of groups and/or individuals (e.g. parents, teachers, physicians, administration, team members, other professionals, etc.).
- Consult with teachers and administrators regarding students with occupational therapy needs.
- Participates in meetings and processes for students (e.g. testing/screening, ILPs, parent conferences, pre-referral meetings, etc.). This may include presenting evaluation results, developing treatment plans, and/or providing training to parents/students/staff.
- Be available as needed for early morning and after-school meetings with teachers, parents and administrators.
- Liaison with community services and organizations to keep abreast of services available in the local area and make referrals where appropriate.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board in accordance with local Chinese law and school policy.

EVALUATION: Performance of this job will be evaluated on an annual basis in accordance with provisions of the School Policy.

* The school will make every reasonable effort to distribute workload evenly between faculty. However, teachers must recognize that due to the differences in the subjects, specialization and/or grades that they teach, comparability is highly subjective.