Role Description
Occupational Therapist

Role Description Fields	Details
Department/Agency	Department of Education
Division/Branch/Unit	School Operations and Performance
Role number	Various
Classification/Grade/Band	Grade 1
Senior executive work level standards	Not Applicable
OSCA Code	.
PCAT Code	.
Date of Approval	05 May 2026
Agency Website	

Agency overview

The NSW Department of Education serves the community by providing world-class education for students of all ages. We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors.

Primary purpose of the role

This position works within the school community in partnership with school staff to provide advice, support and training to enhance student participation by addressing student developmental disabilities, injuries, learning and behavioural difficulties to have a safe and successful learning environment.
The Occupational Therapist provides support to enhance academic performance focusing on fine and gross motor skills and the surrounding environment.

Key accountabilities

- Document and undertake occupational therapy assessments of students and their learning environments and recommend equipment prescriptions and environmental modifications to support student needs.
- Provide specialist occupational therapy advice and consultancy services to internal and external stakeholders where required based on current development and research.
- Identify, liaise and work collaboratively with key groups including partner schools, internal and external stakeholders to support seamless transition and a safe environment for students.
- Improve the ability of school staff, parents and contractors to manage student needs or safe participation at school.
- Maintain accreditation as an Occupational Therapist.

Key challenges

- Reviewing occupational therapy assessment results to provide individual and specific information and advice on the management and handling of student needs including complex cases.
- Managing professional relationships across a multidisciplinary team to support students.
- Making informed decisions in relation to day-to-day situations within scope of practice and Education policies and procedures.
- Communicate regularly, building and maintaining relationships with families, students, school community and external stakeholders through different communication mediums.
- Building upon understanding, knowledge and skill sets of school staff and parents supporting students.

Key relationships

Internal

Who	Why
Principal, Executive and teaching staff	• Provide advice to the team based on assessments and environmental modifications as part of complex case management. • Providing advice, training and support development of resources to better support student needs.
Teaching and non-teaching staff	• Train, advise and support staff to ensure an occupational safe environment is based on student needs.

External

Who	Why
Professional organisations, parents and committees	• Provide information and strategies to support staff with managing students based on the occupational therapist's professional judgement of solutions that will ensure safety for both staff and student. • Collaborate with any other external stakeholders including parents for specific student needs for seamless transition and development.

Role dimensions

Decision making

The Occupational Therapist makes decisions in consultation with internal and external stakeholders about environmental modifications were required for student needs to transition and/or participate in the classroom and community.

Reporting line

Principal of the school.

Direct reports

Nil.

Budget/Expenditure

School funded positions.

Essential requirements

- Must hold a bachelor or post graduate degree in Occupational Therapy and is currently registered with AHPRA (Australian Health Practitioners Regulation Agency)
- Must maintain AHPRA registration.
- Experience in delivery of assessment and modification services to school aged students that require support from school staff and environment modifications.
- Proficiency with a range of technology, including using databases, Word, Excel, PowerPoint and capacity to develop skills in using telehealth applications.
- Valid Working with Children Check clearance.
- Knowledge of and commitment to the Department's Aboriginal Education policies.

Capabilities for the role

The NSW public sector capability framework describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

The capabilities are separated into **focus capabilities** and **complementary capabilities**.

Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

Capability group/sets	Capability name	Behavioural indicators	Level
Personal Attributes	**Manage Self** Be persistent, self-reflect and commit to learning	• Keep up to date with contemporary knowledge and practices • Seek and take advantage of opportunities to learn and apply new skills • Commit to achieving challenging goals • Seek and respond positively to constructive feedback and advice • Examine and reflect on your performance	Adept
Relationships	**Communicate Effectively** Communicate clearly, pay attention to others and respond with understanding and respect	• Tailor communication to suit the needs, backgrounds and perspectives of diverse audiences and address barriers to participation • Clearly explain complex ideas and arguments to individuals and groups • Create opportunities for others to contribute • Share information with other teams and business units to enable informed decision-making	Adept

Capability group/sets	Capability name	Behavioural indicators	Level
		• Write clearly and concisely in a range of styles and formats • Use contemporary communication channels to share information, engage and interact with diverse audiences • Pay attention and encourage others to express their views	
 Relationships	**Work Collaboratively** Collaborate with others and value their contribution	• Encourage a workplace culture that values collaboration • Communicate with other teams to improve information sharing • Share lessons learned with other teams and business units • Identify opportunities to collaborate with stakeholders, including people with lived experience, to develop better processes and solutions • Actively use digital information platforms, collaboration tools and other digital technologies to share information and work with diverse audiences to solve problems and improve services • Consider diverse cultural perspectives to provide insights into collaborative work	Adept
 Results	**Plan and Prioritise** Plan to achieve priority outcomes and respond flexibly to changing circumstances	• Understand the team and business unit's goals and set work tasks that contribute to meeting them • Set and develop team goals and plans, and use feedback to inform planning • Respond proactively to changing circumstances and adjust your plans when necessary • Consider how immediate and longer-term organisational issues might affect the achievement of your team and business unit goals • Adapt and respond proactively when priorities and work environments change	Intermediate
 Results	**Demonstrate Accountability** Be proactive and responsible for your actions, and follow legislation, policy and guidelines	• Assess work outcomes, and identify and share what you learnt to inform future actions • Ensure your own and others' actions focus on achieving organisational goals • Exercise delegations responsibly • Understand and apply high standards of financial probity with public money and other resources	Adept

Capability group/sets	Capability name	Behavioural indicators	Level
		• Identify and implement safe work practices, taking a systematic risk management approach to ensure your own and others' health and safety • Conduct and report on quality control audits • Identify and mitigate risks to achieving goals • Consider data security, ethics and privacy in decision making	
 Business Enablers	**Technology** Understand and use available technology to maximise efficiencies and effectiveness	• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Use available technology to improve individual performance and effectiveness • Use records, information and knowledge management systems effectively • Support system improvement initiatives and new technology when it is deployed • Identify where technology or automation supports tasks, and raise issues when applications may be inappropriate or inaccurate	Intermediate

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identify performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes, however, may be relevant for future career development.

Capability group/sets	Capability name	Description	Level
 Personal Attributes	**Display Resilience and Courage**	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
 Personal Attributes	**Act with Integrity**	Be ethical and professional, and uphold and promote the public sector values	Adept

Capability group/sets	Capability name	Description	Level
Personal Attributes	**Value Diversity and Inclusion**	Be inclusive and respect diverse backgrounds, experiences and perspectives	Adept
Relationships	**Commit to Customer Service**	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
Relationships	**Influence and Negotiate**	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
Results	**Deliver Results**	Achieve results by using resources efficiently and committing to quality outcomes	Intermediate
Results	**Think and Solve Problems**	Think, analyse and consider the broader context to develop practical solutions	Intermediate
Business Enablers	**Finance**	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
Business Enablers	**Procurement and Contract Management**	Understand and use procurement processes to ensure effective purchasing and contract performance	Foundational

Capability group/sets	Capability name	Description	Level
Business Enablers	**Project Management**	Understand and use effective ways to plan, coordinate and control projects	Foundational