



HALE SCHOOL

JUNIOR SCHOOL OCCUPATIONAL THERAPIST

Date	April 2026
Position Title	Occupational Therapist
Position	0.6FTE
Reports to	Head of Junior School and Deputy Head of Junior School

Summary

The purpose of this role is to provide consultative, school-based occupational therapy services that support inclusive student access to and participation in the educational learning environment. The role focuses on early identification of foundational motor skills, the creation of targeted interventions, and continued development of inclusive, responsive learning environments across the Junior School.

This role requires the application of a collaborative, working partnership with teaching staff, the Learning Support Team, and Junior School Executive Team to embed effective support strategies within classroom and playground contexts. The position involves screening, observation, program design, and consultation, with an emphasis on integrating supports into existing school structures.

The successful applicant will have relevant qualifications in Occupational Therapy and eligibility for registration with the appropriate professional body (AHPRA), together with demonstrated experience in child and/or educational settings. They will possess a strong understanding of child development, including sensory processing, motor development, and self-regulation, and demonstrate the ability to provide practical, evidence-based recommendations to Junior School staff. Highly developed communication, collaboration, and organisational skills are essential, along with the capacity to contribute effectively within a multidisciplinary team.

Responsibilities

Early Screening and Identification for Fine and Gross Motor

- Conduct school-based screening of Pre-primary students to identify strengths and areas of need in fine motor and gross motor development
- Use appropriate, evidence-informed screening tools and observational checklists to support early identification of developmental delays
- Provide clear, practical feedback to teachers to inform classroom planning and differentiation

- Communicate screening outcomes to parents in a clear, supportive, and practical manner, including suggested strategies and, where appropriate, guidance around next steps or external follow-up.
- Implement targeted, classroom-based strategies to develop foundational motor skills
- Assist in identifying students who may require further monitoring, targeted intervention, or external referral
- Collaborate with teaching staff to embed fine and gross motor skill development into everyday classroom routines
- Maintain appropriate documentation of screening outcomes

Small Group Structured Support

- In consultation with the Junior School Learning Support Team identify students who would benefit from Tier 2 or Tier 3 intervention.
- Design and support the implementation of targeted small group programs in Lower Junior to develop fine motor skills, including activities to strengthen hand function, coordination, and readiness for writing, with strategies embedded into classroom practice.
- Develop and guide small group interventions to support playground engagement, including teaching and modelling skills for cooperative play, turn-taking, problem-solving, and navigating social interactions during recess and lunch.
- Monitor and evaluate the effectiveness of interventions in collaboration with teaching staff

Classroom and Learning Environment Observations

- Conduct observations and provide recommendations to optimise classroom environments for diverse learners
- Support the development of sensory-aware classrooms, including movement opportunities, flexible seating, and regulation spaces
- Assist in designing and implementing calm or low-stimulation spaces for students requiring higher levels of support
- Provide practical strategies to support transitions, routines, and engagement in learning
- Conduct observations of outdoor play spaces and playground interactions, providing recommendations and support inclusive play, sensory needs, and positive social engagement during recess and lunch

Consultation and Collaboration with the Junior School Team

- Work collaboratively with the Junior School teaching team in classroom settings to model effective strategies that support self-regulation, engagement, and participation
- Provide feedback to staff on supporting students with diverse learning profiles throughout the Junior School
- Design and deliver targeted professional learning aligned to student needs (e.g. sensory processing, co-regulation, executive functioning)
- Support the development of consistent language and approaches across the Junior School

Student Support (Consultative)

- Contribute to the development and review of Individual Education Plans (IEPs) and Individual Learning Plans (ILPs), with a particular focus on social/emotional learning

- Provide functional insights and practical strategies to support students with complex regulation and participation needs
- Contribute to the planning for students requiring Tier 2 Tier 3 and Tier 4 intervention
- Collaborate with the Junior School Psychologist to assist in the development of practical classroom strategies

Collaboration and Communication

- Actively contribute as a member of the Learning Support Team, attending meetings and engaging in collaborative planning, problem-solving, and decision-making processes
- Work collaboratively with the Junior School Executive Team, Learning Support Team, Junior School psychologist, teachers and education assistants.
- Participate in student support meetings, collaborative case conferences, and planning processes, where appropriate
- Where necessary, communicate with families to provide general strategies that support consistency between home and school
- Where appropriate, collaborate with external providers to ensure alignment of support approaches
- Models the schools' values such as compassion, respect, and integrity in interactions with students, families, and staff.
- Maintain accurate records and ensure compliance with ethical standards, policies, and legal requirements.

Key Working Relationships

Key working relationships include but are not limited to:

- Head of Junior School
- Deputy Head of Junior School
- Heads of Learning Centre
- Learning Support Team
- Classroom Teachers

Selection Criteria

- Strong interpersonal and communication skills and the ability to work effectively with boys.
- The capacity to develop appropriate professional relationships with boys, staff and parents.
- Proven ability to design, implement, and evaluate targeted small group interventions (Tier 2 and Tier 3) aligned to student needs and classroom practice.
- Strong knowledge of child development, including fine and gross motor skills, sensory processing, and self-regulation, and the ability to translate this into practical strategies for educators.
- Demonstrated capacity to work collaboratively within a multidisciplinary team, including teachers, education assistants, school leadership, psychologists, and external providers.
- Experience in conducting classroom and playground observations and providing actionable recommendations to support inclusive and responsive learning environments.

- Highly developed communication skills, with the ability to provide clear, practical feedback to staff and communicate sensitively and effectively with families.
- Strong organisational skills, including the ability to maintain appropriate documentation, manage competing priorities, and contribute to school-based processes and planning.
- Strong capability to work on own initiatives and on deadlines.
- Communicate effectively, both orally and in writing.

Qualifications

- Tertiary qualifications in Occupational Therapy

Child Protection

Hale School takes child protection seriously and is committed to supporting the wellbeing of all children and young people, respecting their dignity, ensuring their safety, and protecting them from abuse and other harm.

All candidates for roles at Hale School are subject to rigorous screening procedures and assessment as a condition of employment.

All staff are required to uphold the standards and adhere to the procedures outlined in our Code of Conduct for all Staff, Code of Ethics, Child Safety and Child Protection and Mandatory Reporting Policies.

As part of your duties and responsibility as an employee you will be required to:

- Promote the safety and wellbeing of children and young people.
- Ensure your interactions with children and young people are positive and safe.
- Provide appropriate support and supervision of children and young people in your care
- Act as a positive role model for children and young people.
- Participate in regular performance management and professional learning linked to our Codes of Ethics and Code of Staff Conduct, Child Safety and Child Protection and Mandatory Reporting Policies.
- Maintain an up to date and valid Working with Children Check.
- If appropriate meet professional standards for teachers and maintain teacher registration and,
- Report to the Headmaster any criminal charges or convictions you receive during your employment that may indicate a possible risk to children and young people.

The Hale School community has zero-tolerance for child abuse, and all allegations and safety concerns are treated very seriously and consistently with our robust safeguards and procedures.

The Headmaster, at his sole discretion, reserves the right to vary your duties at any time. Such a variation of your duties does not constitute a breach of contract or termination of your employment. As part of the School's routine pre-employment practices, the School will contact your referees and/or previous employers to ask specific mandatory questions relating to Child Safety. We also reserve the right to conduct social media checks, as part of this process.