

Psychomotor Therapist

Job Description-Reference Code 010011

Category: Psychomotor Therapist

Department: Teaching & Learning Department

General Qualifications:

- Bachelor's or Master's degree in Occupational Therapy, Physical Therapy, Psychology, or a related field.
- Certification or licensure as an Occupational Therapist (OT), Physical Therapist (PT), or equivalent credential in psychomotor therapy.
- 3 years and above experience working with children and adolescents in educational or clinical settings, with a focus on psychomotor development, motor coordination, or sensory integration.
- Knowledge of developmental milestones, motor skill acquisition, sensory processing principles, and therapeutic techniques for addressing psychomotor challenges.
- Strong interpersonal and communication skills for collaborating with students, parents, teachers, and multidisciplinary teams.
- Ability to develop and implement individualized therapy plans based on assessment findings and student goals.
- Proficiency in conducting standardized assessments and interpreting assessment results to inform therapy interventions.
- Commitment to ethical standards and professional conduct in psychomotor therapy practice.
- Continuing education and professional development to stay updated on best practices, research findings, and emerging trends in psychomotor therapy.

Reporting: Teaching & Learning Department

Job Goal: The Psychomotor Therapist at school specializes in facilitating the development of psychomotor skills, coordination, and sensory integration in students. They work with children who may have developmental delays, motor coordination difficulties, or sensory processing disorders, aiming to improve their physical and cognitive functioning through structured activities and interventions. Specific responsibilities may vary depending on the student needs, and program goals.

Essential Functions and Responsibilities

Assessment and Evaluation:

- Conduct comprehensive assessments to evaluate students' psychomotor development, motor skills, coordination, and sensory processing abilities.
- Administer standardized tests and observational assessments to identify areas of strength and areas needing improvement in students' psychomotor functioning.

Individualized Therapy Planning:

- Develop individualized therapy plans based on assessment findings and students' specific needs and goals.
- Design therapeutic activities and interventions to address deficits in motor coordination, balance, proprioception, tactile processing, and visual-motor integration.

Therapeutic Interventions:

- Implement a variety of therapeutic techniques and modalities to improve students' psychomotor skills and sensory integration, including sensory-based activities, motor coordination exercises, balance training, and gross and fine motor skill development.
- Provide structured play activities, movement experiences, and sensory integration exercises to promote optimal sensory processing and self-regulation.

Progress Monitoring and Documentation:

- Monitor students' progress in therapy sessions through ongoing assessment, observation, and data collection.
- Document therapy sessions, progress notes, and assessment results accurately and comprehensively to track students' development over time.

Collaboration and Consultation:

- Collaborate with teachers, special education staff, and other school professionals to support students' psychomotor development in the classroom and other educational settings.
- Provide consultation and training to teachers and support staff on strategies for promoting motor skill development and sensory integration in the classroom environment.

Parental Involvement:

- Communicate regularly with parents or caregivers to discuss students' progress, therapy goals, and home-based activities to support ongoing skill development.
- Provide guidance and resources to parents on strategies for facilitating motor skill development and sensory integration at home.

Equipment and Resource Management:

- Maintain an inventory of therapy equipment, tools, and resources, ensuring availability and proper maintenance.
- Recommend and procure specialized equipment or assistive devices to support students' therapy goals and sensory needs.

Term of Employment: Three - Year Contract renewable yearly by written notice and mutual agreement.

Evaluation Method

The Teaching & Learning Director shall evaluate the Psychomotor Therapist once a year. The Teaching & Learning Director will drive the evaluation process according to the defined procedure. The KPIs for measuring the effectiveness of the Psychomotor Therapist's contribution to the overall academic function of the school include: Assessment and Evaluation (Assessment Completion Rate: Measure the percentage of students who receive comprehensive psychomotor assessments within the specified timeframe. Accuracy of Assessment: Assess the accuracy of assessment findings by comparing them with standardized norms and clinical guidelines). Individualized Therapy Planning (Development of Therapy Plans: Monitor the creation of individualized therapy plans for students, ensuring that goals are specific, measurable, achievable, relevant, and time-bound (SMART). Alignment with Student Needs: Evaluate the alignment of therapy plans with students' psychomotor goals and needs, as indicated by progress toward objectives). Therapeutic Interventions (Frequency of Therapy Sessions: Track the frequency and duration of therapy sessions provided to students, ensuring consistency and adherence to recommended intervention schedules. Student Progress: Measure student progress in therapy sessions by assessing improvements in psychomotor skills and sensory integration, as documented through progress notes and data collection). Collaboration and Consultation (Collaboration with School Staff: Assess the frequency and effectiveness of collaboration with teachers, special education staff, and other school professionals to support students' psychomotor development in educational settings. Parental Involvement: Evaluate parental involvement in the therapy process by monitoring communication and participation in meetings, workshops, and consultations). Progress Monitoring and Documentation (Documentation Accuracy: Ensure the accuracy and completeness of documentation, including progress notes, therapy plans, assessment reports, and communication logs. Data Collection: Monitor the collection of data on student progress, including baseline measures, ongoing assessments, and outcome measures, to track therapy effectiveness). Equipment and Resource Management (Equipment Maintenance: Ensure the proper maintenance and availability of therapy equipment, tools, and resources, facilitating effective therapy sessions. Resource Utilization: Monitor the utilization of specialized equipment, assistive devices, and therapeutic resources to support students' therapy goals and sensory needs). Professional Development (Continuing Education: Track participation in continuing education opportunities, workshops, conferences, and professional development activities relevant to psychomotor therapy practice. Skill Enhancement: Assess the acquisition of new skills and knowledge in psychomotor therapy, evidenced by improved therapeutic techniques and interventions). Stakeholder Satisfaction (Feedback from Students: Gather feedback from students regarding their satisfaction with therapy sessions, progress made, and comfort level with the Psychomotor Therapist. Feedback from Parents and Teachers: Solicit feedback from parents and teachers regarding their satisfaction with the Psychomotor Therapist's communication, support, and effectiveness in addressing students' psychomotor needs).

Selection and Appointment Process

Interested candidates should submit a resume, a portfolio of similar work done, and a cover letter explaining their qualifications and interest in the position. Application instructions and contact information should be included. This Job Description provides an overview of the responsibilities and qualifications for a Psychomotor Therapist at the school. The specific requirements and

expectations may vary depending on the school's needs, and the scope of its teaching and learning efforts.