

**1. JOB INFORMATION**

Job Title	
Category (e.g. Occupational Therapist, Physiotherapist, etc)	
Name and Surname	
PERSAL number	
Salary Level	
Province	
District	
Circuit	
School	
Supervisor (Name and Surname)	
Supervisor's designation	

**2. MAIN PURPOSE OF THE JOB**

2.1 To ensure direct, indirect, and consultive, therapeutic and educational support in an inclusive context, within Public Special/Resource Centre and/or Outreach clinic for Public Ordinary schools.

Note: These job descriptions serve as the minimum requirements. PEDs may extend the key activities and competencies as a scope of practise and ethics.

**3. KEY RESPONSIBILITY AREAS**

Key Responsibility Areas (KRAs)	Key Activities
1. Assess the learner's level of functioning to identify barriers to learning based on the therapist/counsellor/psychologist's scope of practice.	1.1. Conduct screening for the learners by: <ul style="list-style-type: none"> <li>1.1.1. Using appropriate screening instruments.</li> <li>1.1.2. Obtaining pertinent case history of a learner.</li> </ul> 1.2. Administer formal informal assessment by: <ul style="list-style-type: none"> <li>1.2.1. Observing learners in a school environment.</li> <li>1.2.2. Selecting appropriate assessment based on individual learner needs.</li> <li>1.2.3. Administering tests according to acceptable procedures.</li> </ul> 1.3. Analyse and interpret information to make decisions regarding the need for the therapeutic intervention by: <ul style="list-style-type: none"> <li>1.3.1. Integrating information from assessments conducted and compile comprehensive assessment reports.</li> <li>1.3.2. Determining the impact of the learner's barriers on the ability to function effectively within the school environment.</li> <li>1.3.3. Determining the learner's strengths which will support effective therapy / counselling provisioning.</li> </ul>

	<p>1.3.4. Engaging in multidisciplinary team discussions to obtain holistic information regarding the learner for appropriate support provisioning.</p> <p>1.3.5. Making recommendations and referrals for medical and/or related services.</p>
<p>2. Provide intervention (direct and indirect therapy/counselling) relating to barriers to learning.</p>	<p>2.1. Provide direct and indirect therapy / counselling services based on a therapy / counselling plan to learners in public schools and public ordinary schools through the following:</p> <p>2.1.1. Individual therapy / counselling.</p> <p>2.1.2. Group therapy / counselling.</p> <p>2.1.3. Collaborative intervention.</p> <p>2.2. Determine individualised therapy / counselling goals based on barriers and strengths identified.</p> <p>2.3. Design, select and/or modify therapy / counselling programmes based on individual learner needs in line with the principles and practices of the profession.</p> <p>2.4. Prescribe, issue, and maintain assistive devices.</p> <p>2.5. Maintain records of therapy / counselling interventions.</p> <p>2.6. Maintain effective administration practices of the therapy / counselling department.</p> <p>2.7. Report on therapy / counselling department functioning to supervisors.</p>
<p>3. Engage in therapeutic/counselling capacity building programmes and skills sharing on related therapy/counselling matters.</p>	<p>3.1. Provide training on all areas related to scope of practice, to teachers, parents, and support staff:</p> <p>3.1.1. On early identification of learning barriers particularly barriers to assessing the curriculum.</p> <p>3.1.2. To manage identified learners who experience therapeutic / counselling barriers to learning (e.g., individual Support Plan – ISP).</p> <p>3.1.3. On the implementation of Inclusive Education Policies including the Screening Identification and Assessment Support Policy.</p> <p>3.1.4. On building an inclusive school environment.</p> <p>3.2. Provide appropriate information regarding programmes offered by therapist to internal and external stakeholders (e.g., School Based Support Team, District Based Support Team, Parents, etc).</p> <p>3.3. Promote awareness of the different disciplines of therapy / counselling.</p> <p>3.4. Participate in the awareness campaigns of different disabilities.</p> <p>3.5. Provide direct or indirect outreach services when required.</p> <p>3.6. Engage in continuous professional development activities based on the relevant programmes offered in the school.</p> <p>3.7. Supervise undergraduate therapy / counselling students as and when required.</p>
<p>4. Manage therapy/counselling support materials and equipment.</p>	<p>4.1. Request appropriate and adequate therapy / counselling support materials and equipment based on learner needs.</p>

	<p>4.2. Safeguard therapy / counselling support materials and equipment within the therapy / counselling department.</p> <p>4.3. Maintain records of therapy / counselling material, equipment, and the issuing of assistive devices.</p> <p>4.4. Report on the faults and maintenance needs of the materials and equipment.</p>
5. Participate in inter- and intra-sectoral networks and collaborations.	<p>5.1. Collaborate and interact with stake holders (e.g., Department of Health, Department of Social, Non-Profit Organisation, Non-Governmental Organisations, local government, and the broader Community).</p> <p>5.2. Advocate for learners who experience barriers to learning.</p> <p>5.3. Liaising with therapists / counsellors / psychologists from other special schools and sharing of best practices and experiences.</p> <p>5.4. Liaison with relevant professional boards and tertiary institutions.</p> <p>5.5. Participate in extra-mural and co-curricular activities.</p>
6. Management and administration (KRA 6 is applicable to School-Based Chief Education therapist/Counsellor)	<p>6.1. Manage effective administration practices of therapy / counselling interventions.</p> <p>6.2. Ensure compliance with the Code of Ethics of the Health Professions Council of South Africa (HPCSA) and the national / provisional requirements for professional practices.</p> <p>6.3. Monitor, supervise and provide feedback on the plans and interventions undertaken by therapists / counsellors / psychologists.</p> <p>6.4. Practice sound interpersonal relations.</p> <p>6.5. Engage in and provide guidance on the professional development of therapists.</p> <p>6.6. Participate in and / or undertake the Performance Appraisals of Therapists, Counsellors, and Psychologists.</p>

## COMPETENCIES

### 4.1 JOB RELATED KNOWLEDGE

- a) National and Provincial Education legislation, policies, and regulations (e.g., Health Professionals Act, Screening Identification, Assessment and Support policy (SIAS), South African Schools Act (SASA), Employment of Educators Act (EEA), White Paper 6 (Support for special needs learners).
- b) Analytic, diagnostic and assessment tools.
- c) Intervention methods.
- d) Child development.
- e) Therapeutic / Counselling models and techniques.
- f) Understanding of group dynamics.
- g) Protocol and professional ethics.

### 4.2 JOB RELATED SKILLS

- a) Organising and Planning.
- b) Project Planning.
- c) Quality assurance and reporting.
- d) Systemic analysis and reasoning.
- e) Assessment and evaluation tools.
- f) Group and individual therapy / counselling techniques.
- g) Therapeutic / Counselling interventions.

- h) Interpersonal.
- i) Report-writing.
- j) Computer literacy.
- k) Presentation and facilitation.
- l) problem-solving.
- m) Client orientation and customer focus.

**5. PERSONAL VALUES / ATTRIBUTES**

- a) Team Player.
- b) Upholding Standards.
- c) Ability to work independently.
- d) Establishing Rapport.
- e) Maintaining confidentiality and ethics.
- f) Embracing Change.
- g) Honesty and Integrity.
- h) Thinking Positively.
- i) Following Procedures.
- j) Coping with Pressure.
- k) Articulating Information.
- l) Empowering Individuals.
- m) Understanding People.

**AGREEMENT:**

This job description has been consulted and agreed to between the relevant parties:

Name	Designation	Signature	Date
	Therapist, Counsellor, Psychologist OR Chief Education Therapist/Counsellor		
	Supervisor:		
	Principal:		

**School / District Stamp:**