



GLENROY SPECIALIST SCHOOL

## Physios - We're hiring for 2026!

Passionate about paediatrics, disability and neurodevelopmental conditions? We are looking for a full-time permanent physiotherapist to join our passionate, dedicated and fun therapy team. You will be working in a supportive environment alongside occupational therapists, speech pathologists, teachers and education support staff to create an engaging and optimal learning environment for students. You will see a wide variety of conditions, including cerebral palsy, spina bifida and Angleman's syndrome. Professional development is supported and strongly encouraged. You may liaise with students' NDIS therapists and other health professionals for prescription and therapy plans.



### Roles and responsibilities

- Maximise each students' physical capacity including range of movement and mobility
- Work with teachers and other therapists to plan and assess programs and individual student goals
- Prescribe, develop, monitor, review and maintain school-owned equipment
- Plan and deliver professional development and training for staff, parents and others as required by the school
- Provide individual and general advice to parents
- Support funding applications as required
- Provide detailed individual student reports as required

Please see below for selection criteria and a full list of roles and responsibilities.

### WHO CAN APPLY?

- New graduates are welcome and encouraged to apply
- Must or will hold a physiotherapy qualification and AHPRA registration
- Have 3 professional referees

Apply via

<https://www.vic.gov.au/school-jobs> or email your CV and Selection Criteria to [glenroy.ss@education.vic.gov.au](mailto:glenroy.ss@education.vic.gov.au) by Friday, 7<sup>th</sup> of November 2025.

### QUESTIONS?

For more information, contact Jenny Mullins or Polly Morgan on 03 9304 2263.

# Glenroy Specialist School



Glenroy Special School provides a stimulating, caring and safe learning environment for students with physical disabilities/health impairments. We provide for students who are aged from 5 to 18 years and currently have an enrolment of 167.

The school environment is designed with an extensive hoist system, internal & external play areas, hydrotherapy & nursing facilities, and a transport hub for the fleet of buses that transport the students to and from school.

Many students have multiple disabilities with visual impairment, hearing impairment and epilepsy in addition to their physical disability. We also have students with high-support health care needs. Nurses manage the general wellbeing and health support. Glenroy Special School staff work together to provide students with a comprehensive education program within an integrated curriculum. Therapy is conducted within the classroom by the whole team.

The school is divided into three sub-schools each with a sub-school leader. Sub-schools are age based with individual classes formed to cater for student academic and social abilities. Our senior school offers Transition programs. School specialist teaching rooms include art, library, music/music therapy, physiotherapy and OT spaces, environmental rooms, and a hydrotherapy pool. All staff support students in education, therapy & recreation programs. All staff participate in personal care programs and are involved in manual handling.



# Physiotherapist Roles & Responsibilities



The responsibilities of the role will include but may not be limited to:

- Maximise each student's physical capacity including range of movement and mobility
- Adherence to the school's policies, procedures and initiatives
- In situ modelling, coaching and training for the classroom teams
- Prescribe, develop, monitor, review and maintain school owned equipment
- Plan and deliver professional development and training for staff, parents, and others as required by the school
- Participate in school professional development
- Attend meetings as required by the school
- Work with teachers and other therapists to plan and assess programs and individual student goals
- Participation in mealtime and student personal care programs
- Provide individual and general advice to parents
- Liaise with professionals and other agencies as required
- Support funding applications as required
- In line with school assessment timelines, prepare and review twice yearly an annual therapy plan, including assessments, for each student to be included as part of their IEP and assessment process.
- Provide detailed individual student reports as required

# Physiotherapist Roles & Responsibilities



Range 3 is distinguished by the introduction of management responsibility and accountability for the delivery of professional support services. The role will usually impact beyond the work area or professional field. It seeks to gain cooperation of other staff members or members of the school community to achieve specific objectives, such as in school administration, operations or educational programs. Direction on targets and goals is provided but the position will have some degree of latitude in determining how they are achieved. This latitude will generally be limited by standard procedures and school policy. Deviation from standard procedures and school policy will require guidance and direction from senior management. The provision of business management responsibilities becomes a feature at range 3. Management of staff to achieve the expected outcomes is a key responsibility. Staff management issues will be resolved with minimal reference to senior management, although guidance will be required in more complex cases. Senior management will be provided with timely reports and advice, although this will generally be confined to matters relating to the immediate work area, service provision or educational program and is unlikely to impact substantially on whole of school operations. This is the minimum range for positions that carry a mandatory qualification requirement of not less than four years. Professional student support positions become a feature at range 3 (e.g. therapists, psychologists) where standard professional services are delivered. Professional support and guidance will be close at hand and deviation from standard procedures and school policy will require guidance and direction from senior management. An education support class position supports the educational services being provided to students, but must not include duties of teaching as defined in clause 2.6.1 of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.



# Selection Criteria



1. Demonstrated understanding of the role of Physiotherapy in a school for students with significant physical and multiple disabilities and complex health needs.
2. Demonstrated highly developed interpersonal skills including the ability to work as a member of transdisciplinary teams and to be supportive of wider school initiatives.
3. Demonstrated ability to maintain appropriate documentation including record keeping, therapy goals and plans, and assessments of student achievements.
4. Demonstrated high level communication with a range of stakeholders.

Salary may be negotiated with the Principal within the Education Support Class Level 1 Range 3 pay scale reflecting experience.

(Includes paid school holiday leave.)