



Job Title: Physical Therapist

Salary Schedule: Instructional

Pay Grade: Instructional

Job Code: 303000

JDE: T-16.06

MAJOR FUNCTION:

Provide educationally relevant physical therapy services to students with disabilities in a safe and cost-effective manner that supports the goals of the District.

MINIMUM QUALIFICATIONS:

- Bachelor's degree in Physical Therapy from an accredited institution.
- One (1) year of experience working with the pediatric population, preferably in a school setting.
- Proven experience successfully managing business/department functions and staff preferred.
- Valid Florida license to practice as a Physical Therapist.
- Valid Florida driver's license.
- Valid Adult and Child First Aid/CPR/AED certificate issued by the American Heart Association or American Red Cross.
- Industry certification preferred.
- Lean Six Sigma Certification preferred.

Such alternatives to the above qualifications as the Board may find acceptable.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral and written communication skills; analytical, mathematical, organizational, and prioritization skills; flexibility and adaptability in dealing with rapidly changing priorities and demands.
- Knowledge of technological applications as related to specific therapy functions.
- Knowledge of federal, state, and local laws and State Board of Education Rules as they pertain to Physical Therapy and the Physical Therapy Act.
- Knowledge of and the ability to interpret and enforce pertinent regulations, policies, and procedures for the functional area of assignment.
- Knowledge of and experience using multiple project management tools and methodologies.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Ability to make decisions related to student needs in a variety of educational settings.
- Ability to work independently with limited direct supervision.
- Ability to work a flexible schedule with varying student caseloads.
- Ability to lift, transfer, and/or carry school-aged students with disabilities (one-person lift up to 50 pounds).
- Ability to push, pull, and/or carry adaptive equipment and supplies weighing more than 50 pounds.
- Ability to communicate technical information to technical and non-technical personnel.
- Ability to deliver high-quality customer service in a timely and professional manner.
- Ability to administer First Aid/CPR/AED as needed for illness, injury, or life-threatening emergencies per certification training guidelines.

REPORTS TO:

Director, Exceptional Student Education or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Collaborate with school personnel, parents, and other therapists to insure the provision of physical therapy as indicated on each student's Individual Educational Plan (IEP).
- Evaluate students as required utilizing appropriate formal and informal assessment instruments.
- Develop and implement plan of care based on student IEP goals.
- Provide inservice training as requested.
- Consult with professionals, paraprofessionals, families, community agencies, and others as appropriate.
- Obtain medical data necessary for provision of therapy services.
- Participate in educational planning conferences to develop goals for therapy that are integrated with classroom goals.
- Assist in the selection/adaptations/management of equipment and supplies as necessary.
- Maintain up-to-date accurate records and submit reports as appropriate.
- Assist in the supervision of licensed Physical Therapy Assistants and student interns when directed.



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- Demonstrate understanding of the needs and interests of students with varying abilities.
- Maintain a high level of ethical behavior and confidentiality regarding student information.
- Comply with federal, state, District, and department laws, policies, regulations, and procedures relating to the provision of physical therapy services.
- Administer First Aid/CPR/AED as needed for illness, injury, or life-threatening emergencies per certification training guidelines.
- Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.

OTHER JOB FUNCTIONS:

- Attend staff meetings and participate in conferences and other trainings to enhance job performance.
- Seek out professional development opportunities and maintain professional licensure and certifications.
- Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

EXERTION TYPE:

- Medium work. Position requires exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

Physical Requirement	Description	Percent of Time
<input checked="" type="checkbox"/> Balancing	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	100%
<input checked="" type="checkbox"/> Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.	10%
<input checked="" type="checkbox"/> Crawling	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> Crouching	Bending the body downward and forward by bending leg and spine.	40%
<input checked="" type="checkbox"/> Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	90%
<input checked="" type="checkbox"/> Finger Dexterity	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	90%
<input checked="" type="checkbox"/> Grasping	Applying pressure to an object with the fingers and palm.	90%
<input checked="" type="checkbox"/> Hearing	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%
<input checked="" type="checkbox"/> Kneeling	Bending legs at knee to come to a rest on knee or knees.	30%
<input checked="" type="checkbox"/> Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of	50%



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	upper extremities and back muscles.	
<input checked="" type="checkbox"/> Pulling	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	50%
<input checked="" type="checkbox"/> Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	50%
<input checked="" type="checkbox"/> Reaching	Extending hand(s) and arm(s) in any direction.	50%
<input checked="" type="checkbox"/> Repetitive Motion	Substantial movements (motions) of the wrists, hands, and/or fingers.	80%
<input checked="" type="checkbox"/> Seeing	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> Sitting	Particularly for sustained periods of time.	40%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	40%
<input checked="" type="checkbox"/> Stooping	Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	30%
<input checked="" type="checkbox"/> Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	80%
<input checked="" type="checkbox"/> Walking	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	20%

TERMS OF EMPLOYMENT: Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

DAYS PER YEAR: 196

FLSA STATUS: Exempt

BARGAINING UNIT: TALC

WORKER'S COMP. CATEGORY: 8868 – School Professionals

BOARD ADOPTION: 11-20-07

REVISED: 11-7-18, 7-28-20, 1-26-21

REVIEWED: COMPENSATION & LABOR RELATIONS WILL COMPLETE

Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job-related.