

JOB PROFILE



Department:	Therapy
Job title:	Specialist Occupational Therapist
Reports to:	Head of Therapies
Responsible for:	Occupational Therapy

Job Purpose:

To deliver Occupational Therapy across the waking day curriculum using the wave provision of universal, targeted and specialist levels within a multi-disciplinary blended approach to improve outcomes for pupils.

Job Description

Key Accountabilities:

- To be responsible for the Occupational Therapy provision across the waking day curriculum.
- To be accountable as a member of a multi-disciplinary team for pupil outcomes.
- To be responsible for maintaining and improving school standards
- To ensure that pupils have the fullest possible access to the whole curriculum
- To aim to ensure pupils achieve their full potential
- To further the holistic development of the pupil including functional life and social skills

Main Duties and Activities

To operate under the direction of the Head of Therapies to carry out professional duties in accordance with requirements of the Trust and to be responsible for:

Pupil related:

1. To manage and prioritise a complex and specialist caseload, accessing supervision within an individual performance review framework, and to map the therapy provision for clinical, social and learning needs for pupils and students.
2. To provide 1:1, paired and group interventions both in and outside of the classroom setting, in order to meet provision outlined on pupil's Education, Health and Care Plans
3. To support the pupils with specific areas of difficulty including fine, gross motor and sensory needs, and have specific knowledge and experience in developing interventions to target social and psychological needs
4. To Implement strategies to manage pupils' emotional regulation, to increase engagement in learning and develop pupils' self-esteem
5. To work collaboratively with colleagues using the wave model of universal, targeted and specialist levels
6. To contribute to the development and implementation of treatment for pupils using the wave provision model, differentiating the work according to individual pupils' changing needs.

7. To demonstrate a high level of clinical effectiveness by use of evidence based practice and outcome measures and participate in the development of guidelines informed by evidence for clinical specialism.
8. To demonstrate knowledge and experience of Sensory Integration difficulties in school aged children.
9. To use clinical reasoning skills to analyse and interpret complex assessment findings from both standardised and non-standardised assessments in order to establish an accurate diagnosis and prognosis and to formulate appropriate therapy goals and making onward referrals to external agencies as appropriate.
10. To contribute to the assessment of pupils on admission using formal assessment and clinical observation, interpreting, evaluating and explaining the relevance of assessment outcomes in order to establish the nature of the pupils' difficulties in relation to their performance.
11. To maintain contemporaneous and accurate case notes in line with professional standards and school policy. Due to the sensitive information, distribution of information must be carefully managed.
12. To provide and monitor therapy programmes delivered by other members of school staff.
13. To work on challenging behaviour resulting from poor social understanding or sensory difficulties by supporting the pupil in understanding why problems / difficulties have occurred, to liaise with staff and to support pupils through process of repairing communication breakdown in line with school policy.
14. To attend and contribute to pupil's annual reviews where requested and appropriate, providing reports for annual and interim reviews reflecting highly specialist knowledge.
15. To provide end of term reports for parents, and other reports as required.

Department and school related:

16. To support dissemination of specialist knowledge to the wider staff group and parents through training, case conferences, seminars and informal meetings.
17. To work collaboratively within the school environment with other therapists, education, pupil support and safeguarding staff and other professionals who are involved with the pupils.
18. To contribute to the clinical discussion and the management of individual pupils within the therapy, pupil support and teaching teams across the waking day curriculum and within the wave model of blended provision.
19. To communicate clinical observations and assessment of complex social, emotional and mental health needs to parents, carers and relevant professionals.
20. To attend and contribute to staff meetings.
21. Support in the development and coordination of a new sensory room within the school
22. To attend Parent Afternoons, Open Days and other events as requested by the Head Teacher.
23. To advise parents and carers with the management of students' emotional regulation and sensory needs at home
24. To contribute to the development of the therapy objectives and projects across the Trust to further promote effective practice within an educational setting, including clinical audit, as directed by Head of Therapies
25. To liaise with and work collaboratively with colleagues in other Trust schools, as required.
26. To assume delegated tasks as requested by the Head Teacher including participating in working groups, policy development groups etc. across the Trust.

- 27. To contribute to the whole school development by providing input into curriculum planning and initiatives for change as directed by the Senior Leadership Team.
- 28. To undertake any other duties that may be required which are consistent with the grade and responsibility of the post
- 29. ICT skills are required for aspects of therapy and training. This includes modification of materials and production of individualised therapy materials and training packages and presentations for staff and parents.

Person Specification

Criteria

Key - Essential = E, Desirable = D, Assessed by Interview – I, Assessed by Application Form = A

Qualifications and Training

• Degree in Occupational Therapy	E	A
• Member of the Royal College of Occupational Therapists,	E	A
• Member of the Health Care Professions Council (HCPC)	E	A
• Post-graduate qualification and experience in Sensory Integration, Levels 1 & 2	D	A
• Completion of “Is it Sensory or Behaviour?” course (Murray, Slutsky & Paris)	D	A
• Training in paediatric Mental Health	D	A

Knowledge and Experience

• At least three years post registration experience with least two years in a Paediatric Therapy discipline	E	A
• Clinical experience including individual and group work	E	A
• Experience of working as part of a multi-disciplinary team	A	A
• Experience of working within an educational environment	D	A
• Experience of working with school aged children with complex learning difficulties	D	A
• Experience of working with ASD/SLCN pupils with challenging behaviour	D	A
• Understanding of the role of therapeutic intervention within a special school	E	I
• Knowledge of the National Curriculum across all Key Stages	D	I
• Knowledge and understanding of a contextual, ‘blended’ Waking Day Curriculum	D	I
• Knowledge and understanding of a Needs-Led Curriculum	D	I
• Understanding the roles of other professionals relevant to the client group	D	I
• Knowledge of national policies and procedures relevant to client group	D	I
• Experience of leading a team	D	A/I

Skills and Abilities

• Understanding of wide range of physical, perceptual and sensory difficulties associated with ASD, SLCN and associated behaviours	E	I
• Knowledge of a range of standardised and functional assessment tools relevant to client group	E	I
• Knowledge of a range of therapeutic interventions relevant to the client group	E	I
• Sound knowledge of the standards of record keeping	E	I
• Knowledge of the principles of clinical governance/audit and ability to operate within them	E	I
• Can demonstrate highly developed auditory and perceptual skills for the assessment, diagnosis and treatment of pupil clients.	E	I
• An understanding of the management of conflict across a range of challenging situations.	E	I

Personal Attributes		
<ul style="list-style-type: none"> • Maturity and confidence 	E	I
<ul style="list-style-type: none"> • Genuine commitment to multi-disciplinary 'blended' provision and collaboration with all members of the Education team 	E	I
<ul style="list-style-type: none"> • Genuine commitment to the ethos and work of the OHCAT Trust 	E	I
Date produced: January 2022 (updated)		