

JOB DESCRIPTION

Section: Occupational Therapy	Reports to: SALT and OT Lead Therapist
Job Title: Occupational Therapist	Grade/Salary Range: NHS Band 5-7 equivalent (depending on experience)
Working Pattern: TBA	Weeks per annum: TBA

Main Purpose of Job

Work as part of a multi-disciplinary team to establish and develop

- an occupational therapy service to meet the needs of pupils across the academy
- continuing professional development programme for the school staff in line with the school development plan, delivering training as appropriate
- an integrated approach to embedding therapeutic strategies across the curriculum which will provide support for students with ASC and SEMH (including those to support sensory processing difficulties, self-care and life skills, fine motor skills, gross motor and coordination skills, visual perception skills, etc.)
- a range of targeted and specialist interventions to meet specific functional needs within the environment as part of a holistic, integrated approach

Limits of Authority and problem solving

- Occupational Therapy is governed by, and should adhere to, HCPC and RCOT standards in addition to Chiltern Way Academy policies
- Make day to day decisions about their clinical work
- Be responsible for the day to day management and prioritisation of workload
- Participate in clinical supervision sessions, and where appropriate, provide formal supervision to peers.

Qualification, relevant specialist knowledge and skills required

- Recognised professional qualification in Occupational Therapy
- HCPC and RCOT registration
- Evidence of working within a multidisciplinary team with children or adults with ASC or SEMH
- Evidence of participating in/running training
- Evidence of application of theoretical underpinning of practice
- Evidence of application of functional, goal orientated, outcome focused interventions within a school context (preferably with sensory integration experience and formal training)

Clinical Responsibilities

1. To demonstrate good clinical knowledge in the assessment, treatment and management of a wide range of functional skills in young people from 5-19 years of age with ASC and SEMH.
2. To make differential diagnoses and clinical decisions based on evidence from assessment, seeking support and advice from a supervisor as appropriate.
3. To develop a high level of knowledge and expertise in supporting functional skills when considering the individual needs of young people with SEMH and ASC.
4. To develop occupational therapy care plans, based on best practice via a range of direct and/or indirect models of delivery within an educational setting, evaluating the impact on the structures of the individual, the barriers to activity and participation within the educational setting.
5. To train education staff to incorporate specialist strategies and intervention approaches into their practice and participate in monitoring the effectiveness of that training.
6. To participate in the delivery of a programme of continuing professional development for teaching and support staff within the school.
7. To work collaboratively and openly with professional colleagues in other services seeking support from the clinical supervisor as appropriate.
8. To communicate complex condition related information from assessment to clients, carers, families and members of the multi-disciplinary team/other professions, demonstrating empathy and ensuring that effective communication is achieved. particularly where barriers to understanding exist seeking support from the clinical supervisor as appropriate.
9. To work closely with all members of the multidisciplinary team to provide a fully integrated approach to the management of the young person.
10. To deal with an initial complaint sensitively, avoiding escalating where possible seeking support from the clinical supervisor as appropriate.
11. To develop the ability to manage groups of students with support, employing appropriate management strategies and seeking support as appropriate.
12. To monitor and review the progress of clients against the targets set and agreed, seeking support from the clinical supervisor as appropriate.
13. To provide cover across the service and wider school during episodes of staff shortages/heavy workload to ensure effective service delivery.
14. To undertake to write accurate records which fulfil legal and professional requirements, and to Chiltern Way Academy's requirements.
15. To critically evaluate new intervention methods and models of service delivery and review/implement where appropriate.
16. To write highly specialist pupil related reports to specify needs in EHCP plans.
17. Be able to manage own time in order to meet key objectives previously agreed with the Lead Therapist/SENCO/ Head of Campus.
18. To implement service specific outcome measurements.
19. To manage clinical audit as required.
20. To recognise situations where the effectiveness of the service is compromised and with guidance take appropriate action to challenge the situation.
21. To reflect on personal performance and use this to enhance the effectiveness, efficiency and quality of future practice, and the development of the OT provision at Chiltern Way Academy.
22. To participate in arrangements within an agreed national framework for the appraisal of your own performance to Chiltern Way Academy requirements.

23. To ensure that all activities are risk assessed and documented in the appropriate format.
24. To offer Clinical placements for student OTs or support OT apprentices following university guidelines.

Communication

To communicate effectively with children, families and colleagues using appropriate strategies and modifying communication style as required to take account of the communication partner's needs. This might involve using interpreters, communication aids or different communication modalities. In challenging situations, advice and support should be sought from Lead Therapist, the SENCO or Head of Campus.

To demonstrate skills in communicating complex concepts in an accessible way.

To participate in meetings at the school which relate to the curriculum or organisation and administration of the school as required.

To attend meetings with parents and participate in Annual Reviews and assessments of pupils as required.

To attend staff meetings as required.

To attend on Inset days.

To be available for Parents' Evenings and Open Evenings as required.

To keep abreast with current thinking and developments by attendance at appropriate courses, reading and other means of professional updating and training.

To undertake other duties of an appropriate nature as may be reasonably requested by the Head teacher.

MAIN DUTIES AND RESPONSIBILITIES - OTHER

To work within and encourage the Academy's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

To promote the safeguarding of children.

To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.

Contribute to the overall aims and targets of the Academy, appreciate and support the roles of other members of the learning support and teaching team.

Attend INSET, appropriate training and relevant meetings as required and participate in the Academy's performance management process.

Carry out all duties and responsibilities with reasonable care for the health and safety of yourself and any other persons who may be affected by your acts or omissions at work and to co-operate fully with the Academy in health and safety matters.

Chiltern Way Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an enhanced DBS check.

Note: This JD is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties. The duties of this post may vary from time to time, as required by the Director of Schools, without changing their general character or the level of responsibility entailed.

Signature Line Manager:

Date:.....

Signature Job Holder:.....

Date:.....