**Support Staff Job Outline and Person Specification**

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| **Position Title** | **Occupational Therapist** |
| **Location** | The Promise School |
| **Reporting to** | Principal |
| **Job Term** | Permanent |
| **Hours** | 37.5 hours per week |
| **Work Pattern** | Full-time |
| **Salary** | £30,000-£39,000 |
| **Organisation** | Dartmoor Multi Academy Trust |
| **Effective date of JD** | March 2022 |

There are 17 schools within Dartmoor Multi Academy Trust, 3 secondary and 14 primary schools. In addition, the Trust is opening a Free School for children with social, emotional and mental health challenges, in September 2022.

You will be required to work flexibly at any of the premises occupied by the Employer or any of the Employer’s Academies within Devon as directed by the Employer.

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below. Job descriptions should be reviewed at least annually at the appraisal meeting.

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**Job Purpose:**

• To provide clinically effective, person centred, and evidence based occupational therapy assessment and intervention to children and young people at The Promise School

• To lead on the planning, development and evaluation of a high-quality occupational therapy service for young people with Autistic Spectrum Disorders (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Developmental delay and Severe Learning Difficulties including challenging behaviour.

• To provide support and training to all teaching and support staff including workshops with regard to occupational therapy interventions

**Main duties and responsibilities**:

* To accept clinical responsibility for a varied caseload of students, and to organise this efficiently and effectively with regard to clinical priorities and use of time.
* To be able to work autonomously and demonstrate an ability to manage clinical risk including safeguarding. To select and implement relevant assessment tools including standardised and non-standardised assessments, to gather information in relation to dysfunction and environmental barriers to identify occupational and functional needs.
* To demonstrate and apply sensory integration theory and practice in the diagnosis, assessment and treatment of students with complex sensory processing and attachment difficulties.
* To be actively involved in compiling activity programmes with therapeutic aims, including sensory diets, fine and gross motor and visual perceptual programmes. • To liaise with all team members and family/carers in order to provide a coordinated approach and ensure occupational therapy treatment is integrated into learner’s objectives that support learning and skills for daily living.
* To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention
* To report to other team members regarding occupational therapy intervention.
* To write professional reports (for example Educational Health Care review reports) to be shared at review meetings, and to attend review meetings where appropriate.
* To attend College meetings for learners, including Parents’ Evenings and Open Days etc as required.
* To contribute to and carry out risk assessment and risk management plans, including moving and handling and prescription of equipment
* To keep up to date with current and new manual handling techniques and TEAM TEACH techniques (Training can be provided).
* To use IT and other alternative methods of communication to overcome barriers to communication e.g. simple clear language, PECs, Makaton, symbols and photographs.
* To implement policies and procedures for specialist area and propose changes to practises and procedures for own area.
* To contribute to the development, implementation and evaluation of service delivery within the department
* To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate.
* To represent the Promise School as appropriate
* To be aware of the sensitivity required to work closely, effectively and in a professional manner with students, parents/carers, advocates, the multidisciplinary team, College/school staff, Community Services, and other professionals working with students
* To respect the confidentiality, individuality, values, cultural and religious diversity of learners and to contribute to the provision of a service sensitive to this need.
* To undertake college induction programme and ongoing training, including Safeguarding, Data protection, PREVENT.
* To participate in staff meetings, and liaison meeting with other professionals.
* To promote awareness of the role of occupational therapy within the multidisciplinary team, all team meetings and with outside agencies.
* To maintain personal development through use of off-site and in-house training, contact and involvement with relevant special interest groups, attendance of in-service training, and review of literature as required.
* To maintain own clinical professional development (CPD) by keeping abreast of new developments within the profession and ensure that practice is based on best available evidence and that learning outcomes are recorded in a portfolio.
* To review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal, audit and outcome measures as necessary to own work.
* To comply with the College of Occupational Therapists’ and Health Professions Council’s Code of Ethics and Professional Conduct

**All schools in Dartmoor Multi Academy Trust are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment.**

**The successful candidate will be required to undertake an Enhanced Disclosure via the Disclosure Barring Service (DBS).**

**Person specification:**

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| **Criteria** | **Essential** | **Desirable** |
| Professional Qualifications and Learning | * Recognised Degree or Graduate Diploma in Occupational Therapy. |  |
| Experience | * Experience working with children with Severe Learning Difficulties (SLD) and/or Autistic Spectrum Disorder (ASD) * Experience working with students with sensory processing difficulties |  |
| Skills, Knowledge and Capability | * Ability to demonstrate effective management of clinical caseload of young adults with Severe Learning Disabilities and/or Autistic Spectrum Disorder (ASD) * Ability to provide effective occupational therapy assessments and interventions relevant to young people with learning difficulties and complex social, emotional and mental health difficulties. This includes being able to support young people with sensory processing and attachment difficulties. * Skilled in carrying out both individual and group interventions. * Ability to communicate effectively with learners, carers and other professionals. * Ability to operate effectively as part of a multidisciplinary team. * Ability to instruct and support teaching teams in a range of techniques to support learners within the class environment and in the use of specialised equipment (e.g. sensory) * •Ability to co-ordinate and implement programmes of staff development internally and externally. * Ability to work closely with teaching staff in the identification of integrated learning and therapy related individual objectives. * Knowledge of evaluating outcomes of intervention and ability to critically appraise own performance. * Understanding of how to access other services and agencies. * Ability to demonstrate a commitment to and responsibility for own CPD (continuous professional development). |  |
| Additional | * Able to work flexibly to meet the needs of the Trust | * Ability to drive, with full, clean driving licence |

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